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By-Lopez, John K.

The Mexican-American Curriculum Study. Report of a Coupled Basic Education--On-the-Job Training Program for Monolingual Mexican-Americans.

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A curriculum study of Basic Education and On Job Training program for disadvantaged, monolingual Mexican Americans is evaluated. Types of activities implemented for adults (such as English language skills, arithmetic skills, and pre-vocational training) are studied, as well as results and observations. Information is included which was obtained from administrators, instructors, and trainees of the 7 basic education projects, supplemented by employer interviews and information supplied by community organizations selected by the Department of Labor as On Job Training contractors. Recommendations included (1) that serious consideration be given to increasing the basic education period, and (2) that employers continue the educational process started by the project. Several figures and tables are contained to illustrate various aspects of the program. (CM)

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THE MEXICAN-AMERICAN
CURRICULUM STUDY

Division of Vocational Education
University of California, Los Angeles
in cooperation with
The Bureau of Industrial Education
California State Department of Education

1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE MEXICAN-AMERICAN
CURRICULUM STUDY

Report of
A Coupled Basic Education--On-the-Job Training Program
For Monolingual Mexican-Americans

John K. Lopez

Division of Vocational Education
University of California, Los Angeles
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California State Department of Education

1968

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA • SANTA CRUZ

October 25, 1968

DIVISION OF VOCATIONAL EDUCATION
ALLIED HEALTH PROFESSIONS RESEARCH
AND INSTRUCTION PROJECTS
825 S. BARRINGTON AVENUE, ROOM 306
LOS ANGELES, CALIFORNIA 90049

Richard S. Nelson, Chief
Bureau of Industrial Education
Department of Education
721 Capitol Mall
Sacramento, California 95814

Dear Mr. Nelson:

The attached document is the final report of the Mexican-American Curriculum Study conducted by the Division of Vocational Education, University of California, Los Angeles, in cooperation with the Bureau of Industrial Education.

It is our feeling that despite the limited scope of the project described and the relative paucity of "hard" statistical data emerging from it, this is a program that can provide significant guidelines for all future efforts to provide basic education and job-readiness training for monolingual Mexican-Americans and for members of other minority groups characterized by analogous educational and socio-economic disabilities and lack of qualifications for employment.

It is our understanding, therefore, that the report will be made available to selected groups and organizations working in this difficult, often frustrating, but immensely rewarding field.

Very truly yours,

Miles H. Anderson

Miles H. Anderson
Director
Mexican-American
Curriculum Program

MHA:fm

FOREWORD/PREFACE

A program evaluation of the Mexican-American monolingual Basic Education and On Job Training program is required by Federal and State legislation.

The program described here was initiated at various locations in California during December, 1967, and all projects were in operation by January, 1968, with termination date for the last phased program scheduled to be August 1, 1968. Some of the smaller projects, however, terminated in April, 1968.

The time period of the study was March 25, 1968, to July 21, 1968.

Because of the brief duration of the program, few definite conclusions are possible or should be expected. The ultimate benefit of this type of compensatory training will not be known until adequate work history has been developed by the trainee, thereby providing a more realistic "end result" for his participation in the program.

This study, therefore, reports on the types of activities implemented and states some results and observations. It also includes information obtained from the administrators, instructors, and trainees of the seven basic education projects, supplemented by employer interviews and information supplied by the community organizations selected by the Department of Labor as OJT contractors.

The Study Staff is indebted to innumerable individuals for advice, guidance, suggestions, and volunteer participation in project activities, which helped make this study possible. Among those particularly helpful we might name Samuel Alviderez, Nickolas Bell, and Richard F. Franco, who conducted the field research. Space does not permit any attempt to present a complete list of the many individuals who gave us the benefit of their experience and knowledge, to whom our grateful appreciation is hereby expressed.

Major responsibility for this report was assumed by John K. Lopez. Gratitude is expressed to the members of the clerical staff who handled preparation of the text for publication-- Donna Baus, Gail Kimbrel, Amber Leslie, Nell Metter, and Freddie Muhs. Such editorial merits as this report may possess should be credited to Mary Ellison, who was responsible for its development from rough manuscript to photo-ready copy.

Miles H. Anderson
Project Director

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OVERVIEW

The Background of the Pre-Vocational Needs of Disadvantaged Mexican-Americans

Various Mexican-American community organizations and leaders have pointed out that there exists a need in the Mexican-American community of California for remedial education and counseling programs with the objective of increasing the employability of disadvantaged, monolingual Mexican-Americans. This need is of increasing concern to educators and to public-spirited laymen.

Mexican-American Deprivation

The State of California has been a pioneer in recognizing the severity of impoverishment and educational deprivation among the Mexican-American population. Numerous scholarly and journalistic studies have detailed and described this deprivation during recent years. These studies indicate that by virtually any measure applied, the average Mexican-American falls far below the economic and educational norms established by American society as a whole.

One of the most comprehensive recent studies was conducted under the direction of the Division of Research, Graduate School of Business Administration, University of California, Los Angeles. In Advance Report No. 7 of this project, Leo Grebler reports on the Mexican-American "schooling gap."

In the five states of Arizona, California, Colorado, New Mexico and Texas, in which most Mexican-Americans live, Grebler reports that the 1960 U. S. census showed that the average 14 to 24-year-old Mexican American had only 9.2 years of schooling, compared with 11.3 years for the average Anglo-American of the same age and 10.6 years for the average non-white. Among those more than 24 years of age, the differences were even greater.

A 1966 study by the Department of Agricultural Economics and Sociology at Texas A&M University reported that almost 30 percent of all Spanish-surnamed families in Texas had annual incomes below \$2,000, while only 15.4 percent of the State's total white population had such low incomes. The same study reported that more than half of the Spanish-surnamed families in Texas had incomes of less than \$3,000, compared with 21.3 percent of the Anglo-American population.

The California Fair Employment Practices Commission reported in 1964 that unemployment rates for men and women of Spanish surname were 7.7 and 11.2 percent respectively, compared with 5.5 and 6.3 percent for Anglo-American men and women. The same study found that "No schooling at all" was reported for 8.3 percent of the Spanish-surnamed men and 6.3 percent of the women. This compares with 1.8 and 1.4 percent respectively for men and women in the total population and 3.7 and 2.9 percent for non-white men and women.

An article by Helen Rowan in the June 1967 issue of Atlantic, titled "A Minority Nobody Knows," says:

Census statistics and other studies show the Mexican-Americans in the Southwest to be worse off in every respect than non-whites (Negroes, Indians and Orientals), not to mention the dominant Anglo (everybody else). They are poorer, their housing is more crowded and more dilapidated, their unemployment rate is higher, their average educational level is lower. . . . The Mexican-American . . . school dropout rate is higher than that of any other group, and very few of those who do graduate from high school move on to college.

These examples provide some indication of the depth and breadth of Mexican-American deprivation.

Programs to Improve Mexican-American Education

A function of the Bureau of Industrial Education of the State of California Department of Education is to help plan activities and programs designed to use aid-to-education funds to maximum effect in areas that have high concentrations of Mexican-Americans. Assistance programs for education are directed primarily to making quality education available to all, regardless of socio-economic circumstances or place of residence. These programs help State and local education agencies and institutions provide early childhood education for pre-schoolers, new and remedial instructional services for elementary and secondary school pupils, financial assistance to college students, vocational training for children and adults, supplementary training for teachers and other educational personnel, and many other services that would not otherwise be available.

Federal programs in addition to the Elementary and Secondary Education Act under which assistance may be provided to improve educational opportunities for Mexican-Americans include the National Defense Education Act, the Higher Education Act, the Vocational Education Act, the National Foundation of the Arts and Humanities Act, the Manpower Development and Training Act, the Adult Education Act, and other legislative programs administered by the U. S. Department of Health, Education, and Welfare, Department of Labor, and Office of Economic Opportunity.

Field Survey Report of the Mexican-American Affairs Unit, U. S. Office of Education

To obtain first-hand information and viewpoints on plans, programs and needs for improving Mexican-American education, three staff members of the Mexican-American Affairs Unit, U. S. Office of Education, conducted a field survey in the Southwestern States during the first three weeks of October, 1967.

Objectives of the survey were: (1) to introduce the Unit to all levels of the community in the five States; (2) to obtain observations from the community as to how well current programs were meeting the needs of Mexican-Americans; (3) to elicit recommendations concerning current programs or development of new programs; and (4) to develop priorities to be

applied to the allocation of funds for programs directed toward the needs of Mexican-Americans.

It was decided that the staff members participating in the field survey would direct their respective efforts toward specific levels of the community.

Armando Rodriguez, Coordinator of the Mexican-American Affairs Unit, (former Chief of the Bureau of Intergroup Relations of the California State Department of Education), assumed responsibility for meeting with representatives of State education agencies, teacher training institutions, school board associations, regional Office of Education staffs, and regional educational laboratories.

Dean Bistline was responsible for meetings with local public school personnel and professional education associations.

Miss Lupe Anguiano was to meet with community action personnel, local citizen groups and individuals, and State and national offices of Mexican-American organizations.

Invitations to participate in the survey were issues to individuals, institutions, and organizations in the five States and confirmations were received prior to the start of the survey. Simultaneous meetings were then scheduled in each location with representatives from the respective levels of the community.

Major Conclusions

A tabulation of the expression of concern voiced by those participating in the various meetings indicates rather general concurrence among all levels of the community and among the several States. Differences in the degree of concern were noted, however, among the various States and the differing levels of the community.

An overall analysis of response ranked the four major concerns, in order of priority, as (1) early childhood education, (2) improved teacher training, (3) bilingual education, and (4) adult and vocational education. (See Table 1, p. 4.)

Although there was agreement among both the States and the different segments of the community that these were the four major concerns, the ranking accorded to them varied from State to State and among the various segments of the community. Leading educational planners gave top priority to improved teacher training, while the intermediate decision-makers and community representatives and parents agreed that early childhood education was the major need. The top educational planners ranked early childhood programs as the second major need, while intermediate decision-makers and community representatives and parents gave the second spot to bilingual education, which placed third with the educational planners. Third place position was given to teacher training by intermediate decision-makers, and to adult and vocational education by community representatives and parents, who put teacher education in fourth place among the major concerns. Both the educational planners and the inter-

Table 1. SUGGESTION RECURRENCE BY SUBJECT, COMMUNITY GROUP AND STATE

	Early Childhood Ed.	Teacher Ed.	Bilingual Ed.	Adult Ed.	Elem. Ed.	Migrant Ed.	Coun- selling	Second. Ed.
GRAND TOTAL	514	391	360	287	202	140	135	122
Top Educational Planners (493 Respondents)	141	214	133	106	52	40	61	35
Arizona	39	24	19	16	11	7	4	3
California	34	65	36	39	12	12	24	10
Colorado	16	35	10	9	4	6	4	1
New Mexico	8	19	20	12	7	1	11	7
Texas	44	71	48	30	18	14	18	14
Local Decision-Makers (178 Respondents)	87	35	36	33	14	19	11	7
Arizona	8	4	4	3	1	0	0	1
California	39	11	17	13	3	2	10	2
Colorado	5	7	5	2	0	1	2	2
New Mexico	10	3	1	4	5	0	0	0
Texas	25	10	9	11	5	8	7	2
Community Reps., Parents (267 Respondents)	286	142	191	148	136	89	55	80
Arizona	26	12	12	14	11	12	0	11
California	64	42	46	35	27	0	24	8
Colorado	54	20	41	38	20	37	11	2
New Mexico	59	32	33	45	35	22	12	29
Texas	83	36	59	16	43	18	8	30

Source: Field Survey Report, Mexican-American Affairs Unit,
U. S. Office of Education (not published).

mediate decision-makers placed adult and vocational education in fourth place.

A similar variation in assignment of priorities was noted among the several States. Educational planners in California, Colorado and Texas were in agreement that teacher education was the most important of the four major concerns, while those in Arizona placed early childhood education first, and New Mexico's educational planners placed bilingual education in the top spot.

The intermediate decision-makers in Arizona, California, New Mexico and Texas gave top ranking to early childhood education, while those in Colorado ranked improved teacher training first.

Community representatives and parents in all five States gave top ranking to early childhood education, but were in disagreement over the relative priority of teacher training, bilingual education, and adult and vocational education. In California, Colorado, and Texas, there was agreement on bilingual education as the second most important need, but Arizona and New Mexico placed adult and Vocational education in the second spot, Bilingual education in third place, and teacher education last.

In addition to the four major concerns, participants also put relatively heavy stress on the need for general and specific improvement in elementary, secondary, and migrant education and on guidance and counseling of students. Each of these needs was mentioned more than 100 times during the survey.

Table 1 provides a complete breakdown by State and topic of concern among the three levels of the community participating in the survey.

Occupational Education

A further concern of the community regarding content of instructional programs to meet the educational needs of Mexican-Americans was brought out by Frank Angel, College of Education, University of New Mexico, one of the speakers at the National Conference on Educational Opportunities for Mexican-Americans in Austin, Texas, April 25-27, 1968. In his discussion of occupational education, Mr. Angel stated:

Some realistic thought should be given to the occupational training programs for Mexican-Americans, both in school and out-of-school. The problems inherent in this area are in many ways similar to those of other minority groups. For most lower class Mexican-Americans, the junior high and the senior high school are terminal education points. The general education bias has acted as an obstacle and has prevented realistic pre-occupational and occupational programs from being developed.

The usual shop and vocational education programs in the school have not been suitable for students who must work for a living while in school and immediately upon leaving school. In fact, the economic factor has been an important one in early school leaving.

The distributive education programs have partly answered the need for the in-school students. The occupational programs must accommodate those going into unskilled, skilled, and white collar occupations. It is to the unskilled and skilled categories that attention needs to be directed. Another consideration which must be given is the matter of occupational mobility. Training for one lifetime occupation is obviously not suitable in the rapidly changing occupational structure of American society.

Courses of short-term duration, as well as longer courses, need to be offered for household workers, dime store clerks, waitresses, mechanics, carpenters, plumbers, secretaries, store managers, filing clerks, translators, filling station operators, housemaids, window dressing workers, bus drivers, landscapers, personnel executives, and office managers.

Technical-vocational institutes outside of the regular high school seem to be the answer. It is probable that the junior high school and the senior high school may need to reorient their programs so that students may attend these schools for academic preparation part of the day, and the technical-vocational schools another part of the day.

The individual with ability to go to a professional school quite often does not make it because of financial stress. The establishment of college and university scholarships is badly needed for the college-bound. The Ford Foundation scholarships for Mexican-Americans is an example.

The occupational programs must also include opportunities for retraining. Finally, these programs must provide continuing help in finding jobs and keeping them.

Mr. Angel's comments brought out the broader context of the need for vocational-industrial education at all levels of the Mexican-American community -- that the rural-oriented, monolingual individual presents the most severely disabled of the "hard-core disadvantaged" of that community.

SCOPE OF THE STUDY

State of the Art

To assist in understanding the complexity of evaluating remedial education techniques, especially as applied to rural-oriented Mexican-Americans who are monolingual in Spanish, some observations by Herbert B. Wilson, Professor of Education at the University of Arizona and consultant to the EPIC Evaluation Center, Tucson, Arizona, may be helpful.

Speaking at the National Conference on Educational Opportunities for Mexican-Americans in Austin, Texas, April 25-26, 1968, Prof. Wilson suggested that a thorough study of "successful" Mexican-Americans--"those who are fully participating and who have been fully accepted by the dominant culture"--would help in evaluating the influence of educational programs on this population. For Mexican-Americans in the lower socio-economic strata, "part of the task of the educational enterprise would be to provide the stimulation and motivating factors which would enhance their opportunity to achieve the maximum from their educational experience."

He pointed out that Mexican-Americans suffer a great handicap when standardized tests based on Anglo-American norms are used to evaluate their performance and ability, and urged the use of tests of objective type. He emphasized the importance of considering family and cultural background in developing programs to bring the Mexican-American into the dominant cultural pattern.

Prof. Wilson's conclusion was that the individual must have the opportunity to see what alternatives are possible in working toward a future--and to evaluate himself in relation to the alternatives. In this way, he said, "great progress can be made toward increasing the effectiveness and influences of the educational enterprise on Mexican-Americans."¹

Intent of the Program

The educational program reported here was to meet the following goals:

1. To provide coordinated, coupled pre-vocational education and on-the-job training opportunities for disadvantaged Mexican-American adult heads of household. The educational portion of the program was to be performed by an educational organization and the OJT portion, by a community organization.
2. To provide monolingual Mexican-American trainees with sufficient English, computational, and work-oriented skills to enable them to function productively in an industrial work situation.
3. To provide pre-vocational training and functional industry-oriented skills in areas of possible employment.

¹The portion of Prof. Wilson's talk summarized here appears in Appendix A.

4. To assist individuals to become productive members of the American society.
5. To provide orientation to vocational education and the world of work.
6. To provide experience and demonstrate techniques directed to solution of inherent problems and amelioration of difficulties peculiar to the group of individuals being trained in the project.

The training plan was to be so designed that it would (hopefully) reach the objectives stated above, objectives generally summarized as achieving increased employability for the disadvantaged Mexican-American.

The context and phasing of the program were a planned application of language and basic computational skills training for subsequent referral of individuals to On-the-Job Training projects with permanent employment.

The individual trainees were to be selected by a community organization having rapport with the target group. Contact with such organizations was provided by the Bureau of Apprenticeship Standards and Training, U. S. Department of Labor, along with the necessary funds to operate a program of outreach and selection. Selected trainees were referred by the community organization to an educational organization for basic education and, upon completion of training, were redirected to the community organization for placement in an OJT position or in permanent employment.

Based on the educational and vocational needs of the OJT candidates, the program would utilize relevant teaching techniques and materials of traditional structured and innovative classroom instruction. In addition, a wide variety of communications projects would be based upon personal experience of candidates, job orientation, pertinent field trips, and individual counseling and guidance.

The major areas of instruction forming the curriculum were: (1) basic education in language and communication; (2) basic education in arithmetical skills; (3) job orientation skills; (4) pre-vocational training; and (5) counseling. The intent was to offer a basic continuity in learning, utilizing a wide flexibility in instructional methods and materials, as well as indicating potential for the development of new approaches and materials.

More specifically, content was to include the following:

Basic Education in Language and Communication: (300 hours). Textbook/workbook instruction to be given both in group and on an individual basis, primarily as a reinforcement for oral communication, which received major emphasis. Although the material, techniques, and physical setting of the classroom borrowed from traditional structured instruction, the atmosphere and physical setting of the learning situation were to be informal and conducive to individual learning. Teachers were selected on the basis of their knowledge of English, Spanish, and Tagalog, their personal understanding of the linguistic and social

difficulties which the hard-core unemployed or underemployed encounter, and their demonstrated ability to relate with adult illiterate trainees in a manner that would insure and produce achievement in learning. Vocabulary development was to include nomenclature found in job-related activities, personal living, and human relationships.

Basic Education in Arithmetical Skills: (200 hours). Familiarity with numbers and basic arithmetical skills, and the application of these skills to job-related and personal economic problems, was to be given primary emphasis. Measurements, dollars and cents, basic business and industrial use of numbers, group work and assistance, plus individual instruction, were to be included. Ability to follow instructions and to understand job problems involving numbers was to be stressed. The primary purpose of instruction and activity would be to establish in the trainee appropriate skills and personal self-confidence in the use of numbers in job-related activities.

Job Communication Skills: (100 hours). The trainee would be given the opportunity to become familiar with the employment world through exposure to employer-employee, employee-employer and employee-customer relationships involving communication incidents. Basic terminology and vocabulary relating to employment conditions and situations were to be emphasized. Instruction was designed to give the trainee the ability and confidence to comprehend basic terms and concepts involved in following directions and listening to instructions. Extensive use was planned of pictures, films, equipment demonstrations, field trips and outside programs.

Pre-Vocational Training: (100 hours). Pre-vocational training activity was to center around the completion of simple projects by each trainee, where he could apply number concepts, tool use, and descriptive terminology to a tangible product. Individual trainee background, experience, and personal interest were to be used to establish projects. Limited specialization in selected vocational areas, terminology development, familiarity with tools and equipment, problem-solving techniques, computations, and direction-following were to be structured into each individual project.

Counseling and Guidance: (100 hours). Vocational guidance, job-goal orientation, personal problem-solving needed for job success, attitude development, personal grooming, human relations, and generation of greater self-confidence were to be provided in individual and group counseling and guidance sessions. Coordination of the entire training program, appraisal and orientation for individual trainees, and formulation of plans and activities that might be required for mid-program changes and redirection would be undertaken through this area of counseling and guidance.

The two key factors that emerged as central considerations for this project were:

- A. The effect and nature of the Basic Education process.
- B. The effect of the On-Job Training placement activity, as performed by the community organization.

This report, however, concentrates on the Basic Education process.

Methodology

The plan selected by the study team was to interview participants and program implementors, and accumulate and tabulate statistics, facts, opinions, and other data, in a phased sequence from the indicated sources.

Phase I Background Material

Interview Administrators of both components.

Phase II Beneficiaries and Objectives

Continued Administrator interviews; add record and statistical review covering characteristics of population served.

Phase III Program Content

Review instructional curriculum, materials, etc. Conduct interviews with instructional staff and population served.

Phase IV Impact

Interview OJT placement organizations and employers regarding program. Emphasis on degree of increase in employability of the population served.

Phase V Summarize Activity

Write Study Report, interpret data, add perspective, and relate content to funded objective.

A number of problems arose in connection with the techniques of record review and selection of samples for interview.

Records: Not all projects employed a standard record-keeping technique. Consequently, no consistent base sample was established; sampling varied in accordance with objective and topic being investigated.

Interviews: Conducting interviews in vernacular Spanish with reluctant subjects presented a problem; but the use of bilingual field researchers overcame most of the reluctance encountered, but did not permit the use of scientifically sophisticated survey techniques.

Context

In order to establish a context for the study, two bilingual researchers engaged in an investigation subsequently entitled, "Employability of a Monolingual--One Day's Field Report." The researchers assumed the identity

of what is termed the "typical" hard-core unemployed Mexican-American individual, with the following characteristics:

1. Male - Mexican-American.
2. Age 32. Date of birth, July 26, 1936.
3. 4th grade education in New Mexico.
4. Five dependents--wife and four children (2 boys, 2 girls).
5. Unemployed.
6. Rural background.
7. Agricultural work experience.
8. Willing to work at anything steady.
9. Work history--traveling from job to job/farm to farm.
10. Reason for wanting steady work--given as "children growing up, need for their education and a stable home life."
11. Language--Spanish only.

"Employability of a Monolingual--One Day's Field Report"

At 8:00 A.M. I arrived at George A. Hormel & Company, 2413 South Fruit Street, Fresno, California. I entered the front door and asked the receptionist (in Spanish) if there were any jobs available. She did not speak Spanish and, through a series of hand motions and basic sounds, she tried to tell me to wait. She left the office and returned in a minute or so with an Anglo-appearing man who spoke to me in limited Spanish. I told him I was experienced and looking for a job. He finally understood and told me there were no openings for laborers. I kept telling him that I needed a job, and finally he explained to me in halting, limited Spanish that because I could not speak English, he could not hire me for anything but laborer's work. In speaking with this man, who really tried to explain the situation to me in Spanish, I understood that he would hire me if I could speak English. I made it a point to tell him that I had experience in a meat packing plant in Texas and that I was strong and could do the work. I also told him that I was a good worker and was willing to work hard if he would hire me. I made him explain why I had to speak English in order to work there--which he did. He told me that the other nine Mexican-Americans who worked there could not help me because it was a big place and I would have to follow instructions from people who could not speak Spanish. He finally told me to come back when I could speak enough English to understand what was said to me, because they needed good, strong men who were willing to work hard.

Contact with the State Department of Employment, 1050 "O" Street, Fresno.

The Department is located on the ground floor of the State Building. The waiting area is large, with four or five rows of folding metal chairs at the west end. There is another waiting area equipped with counters and bulletin boards that have notices of civil service jobs in English. A table is set up with leaflets describing the different services offered. None is in Spanish. There are no signs giving any type of instructions in Spanish, although there are signs in English. At the east end of the waiting area are the cashiers and the counters devoted to accepting applications. The one window marked "Information" is manned by an Anglo-appearing person (a woman). Some of the windows are manned by men.

On approaching the information window (I learned it was an information window by asking a Mexican-American appearing person where I should go to apply for a job) I had to stand in line. I arrived at the window and started asking for employment in Spanish. I stated that I was looking for a job. Replying in English, the woman told me to wait. I continued to talk in Spanish as she walked off. She returned with a man who stated that he was Mr. Martin and asked if he could help me. He spoke Spanish. I told him I was looking for work and wanted to apply for a job. He asked me what kind of work I could do, and I replied that I was a farm worker and had several years of experience in canneries and packing houses. He told me that the people who could help me were at the Farm Labor Office at 3242 Garrett Street, Fresno. I asked him where I could learn some English because I had heard that sometimes the Department helped people to learn English and then helped them to get a job. He told me that I should go to the California Community Action Associates and they would help me. I asked again if I could apply for a job, and he ignored my question and told me again to go to the Farm Labor Office.

Note: He did not give me the address for the CCAA. I felt as if I had been "given the rush."

Contact with the Farm Labor Office, 3242 Garrett Street, Fresno.

A number of notices in Spanish were posted on the walls telling about the different farm jobs. I spoke with a Mexican-American appearing person who replied in Spanish that there were a number of jobs available picking fruit. I told him I was going to get a better job because I could not support my family of five on what they paid. I told him I could work any kind of farm machine and that I could run a farm crew and keep their time and earnings; and he replied that there was only one job available that paid more than picking fruit, a job irrigating, at \$1.50 per hour. I asked if there was any place that I could go to learn English because I had been told by a packing house that if I learned English, I could work the year around. He told me that maybe the CCAA could help me.

Note: This man really took the time to explain and give directions on how to get to the CCAA. He has been the most helpful so far today. He explained that the reason there were no educational programs during the summer was that the growers "raised hell" about them because they need all the workers.

Contact with the Mexican-American Education Committee, 1244 Trinity, Fresno.

The receptionist could not speak very much Spanish, so she called Mr. Peter Caudillo. He stated that their classes were all finished, but that the CCAA, across the street, could help me with English. He also stated that after I learned English, they could help me find a job. Every effort was made to fill out an application, but with no response from the interviewer.

Contact with Fresno County Economic Opportunity Commission, 2309 Tulare, Fresno.

This office is at the Main Post Office Building. The receptionist could not speak Spanish. She called a Mrs. Allen, who stated she was with the

Department of Employment. She appeared to be Mexican-American. I told her I was looking for work and for a chance to learn English so I could get a better job. She asked me about my background and after I told her, she said there was not much she could do for me until I learned enough English. She told me to go to the Mexican-American Education Committee at 1244 Trinity--that they had a program to help people like myself who could not speak English. Also, she said, perhaps they could help me get a job. She also told me that if I needed more help, perhaps they could help me next month.

Note: She did not take an application and did not offer to write anything down, such as an address, etc.

Contact with California Community Action Associates, 638 W.Olive, Fresno.

The receptionist could not speak Spanish. She called another woman who could, and she told me to go to St. Alfonso School at 1209 Trinity. She also told me that there were no more day classes. They had a night school two nights a week, but they did not pay for that.* I told her I was looking for work and she told me that maybe they could help me at the St. Alfonso School. She also told me to fill out an application form, which she gave to me, for the night classes. She told me how to fill it out and said I should give it to the people at St. Alfonso School. I asked how to get to the school and she gave me general directions. I asked when the night classes were held, and she replied that they were held on Mondays and Thursdays. She also explained that the night school did not pay anything and suggested that maybe I could try to go to a day school which paid and which will start in September.

Contact with Community Service Organization, 2021 San Joaquin, Fresno.

The receptionist could speak Spanish, and she told me that there were no more classes until September. She indicated that there was a woman from the Department of Employment at the office, but she was out and would not be returning until later in the afternoon. She was very frank about telling me that it would be very hard to help me get a job if I could not speak English. She asked me to return later to see about a job. She also referred me to the MAEC on Trinity Street and told me that perhaps they could help me. She gave me directions, but did not write them down. The directions were quite long and had they been in English, I would not have been able to follow them.

Contact with Adult Education Program, 4472 Tulare Street, Fresno.

No-one was available who spoke Spanish.

I re-contacted by telephone in English, using a pretense. They stated that there is no Adult Education program during the summer months. Programs begin in September and are held two nights a week. They are taught at two schools--Edison and Sequoia.

* i.e., no MTDA stipends were available in this program.

I attended the night class at St. Alfonso School, Trinity Street, Fresno, which started at 7:00 P.M. The class had three men and seven women. I sat through about an hour of instruction, which was given by a Hope Arroyo. The quality of instruction was fair but lacked drive. We went through a drill and the rest of the time was spent talking about a book that had been given to members of the class. I did not receive a book because I was not enrolled. A male trainee stated that he had been there about six or seven weeks, and it would be another four or five weeks before they finished.

In full knowledge of the complexity of the situation confronting the monolingual rural-oriented Mexican-American, the Bureau of Industrial Education of the California State Department of Education implemented a program of adult pre-vocational basic education as part of a "coupled" (Education + On-Job Training) program. The U. S. Department of Labor cooperated by providing contact with community organization OJT contractors who implemented the counseling-placement portion of the experimental and demonstration program. (See Table 2 and Figure 1, following.)

TABLE 2.

Basic Education Assigned Organizations and Trainee Loads

<u>Area Served</u>	<u>Basic Education Organization</u>	<u>Basic Ed. Trainees*</u>	<u>OJT Placement Org.</u>	<u>Total ** Trainees</u>
Santa Ana, Los Angeles	West Coast Trade Schools	135	Mexican-American Opportunity Foundation	1375
Fresno, Bakersfield	Heald Colleges	75	Mexican-American Educational Committee, Inc.	350
Salinas	San Hidalgo Institute	45	Mexican-American Unity Council	150
Pittsburg, Napa, Santa Rosa	Santa Rosa Archdiocese	45	North Bay Human Development Corp.	300
Richmond	Contra Costa Junior College	45	Neighborhood House	275
San Diego	Sweetwater School District	45	Mayors Council on Jobs, Inc.	350

* Basic Education Trainees (study sample)

** Total Trainee OJT Allotment

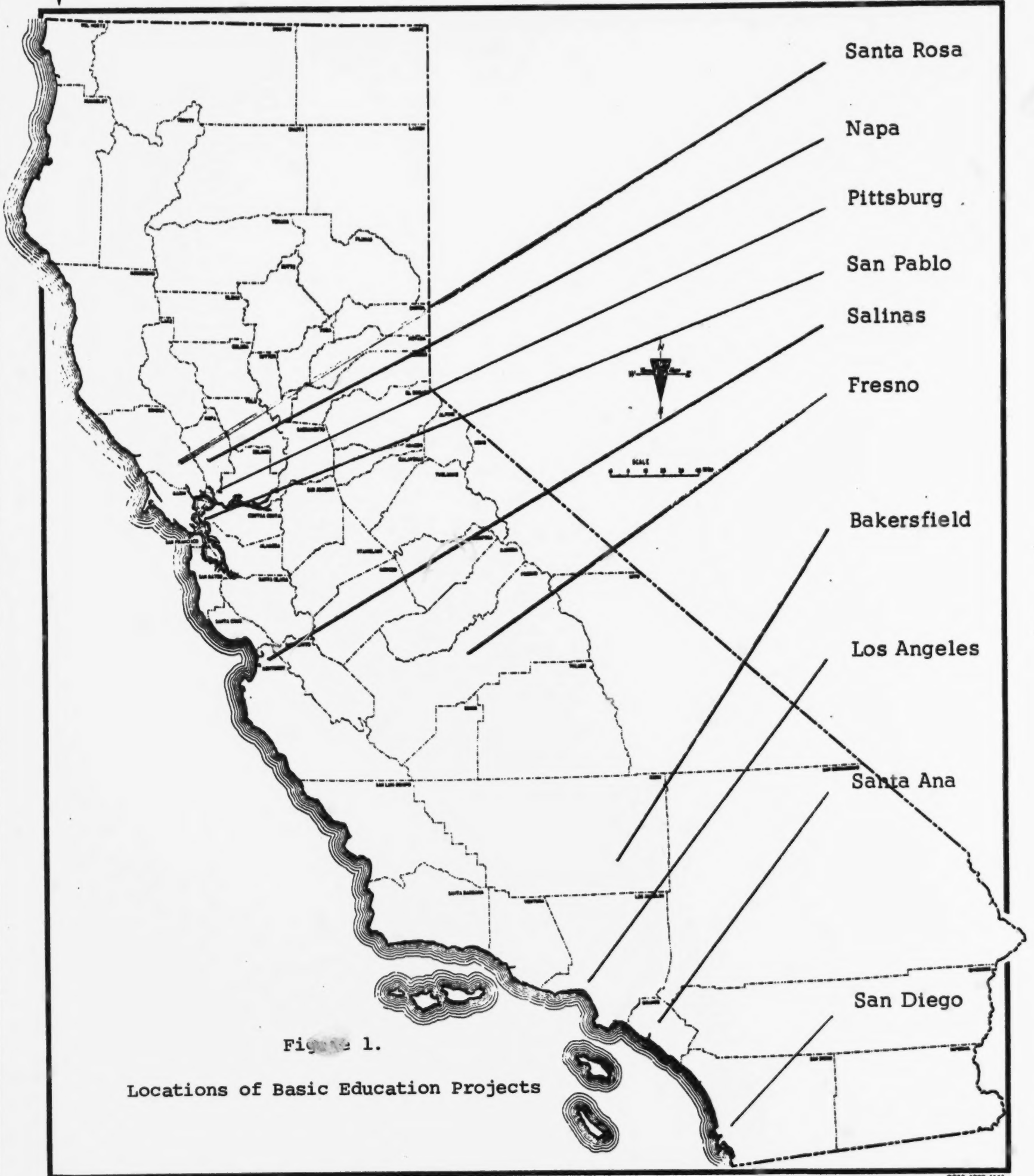


Figure 1.

Locations of Basic Education Projects

STUDY FINDINGS

The Administration of the Basic Education Component

As the techniques of serving the educational needs of the disadvantaged monolingual undergo refinement, there has appeared the concept of assigning administrative and instructional specialists to that unique field.

The consensus of the affected community and experience with the program have indicated that effectiveness of remedial programming is greatly enhanced by empathic administrative and instructional staff members who can relate to and identify with the served population.

Throughout the study, researchers identified two characteristics as relevant to the question of empathy and identification: Spanish surname, and bilingualism in Spanish.

1. Spanish surname as a characteristic of the staff person was especially well received by the trainee as a peer symbol and a persistent and obvious example of the potential for upward mobility of Spanish-surnamed people. A common observation by the trainee was that "she (he) is just like me except (they) have an education. I guess that's my problem."
2. However, when it was pointed out to the trainees that non-Spanish-surnamed instructors seemed to be getting enormous interest and participation from the trainees, the observation was, "Yes, they do, because they speak Spanish, but they are different."

It is obvious that the question of "empathy and identification" requires more detailed analytical investigation than was performed during this activity. But it can be established that Spanish surname and bilingualism contribute to the interest and participation of the trainees, especially bilingual capacity.

Thirteen of the 30 instructors in the sample had Spanish surnames; 22 of 30 were bilingual, including all of the Spanish-surnamed. The same characteristics were identified in the teaching assistant group and the administrative group, except that bilingualism was not measured in the administrative group, the reason being that interest was centered on the staff members who had the greatest measure of direct trainee contact.

Additionally, although a teaching credential was not required of instructors in the project, 23 of 30 were credentialed and 19 had more than three years of teaching experience.

In relation to the teaching task, the coordination among administration, teacher, teaching assistant and trainee was greatly enhanced by the bilingual factor. Trainee reactions to course content and presentation were rapidly absorbed and transmitted through the network, chiefly because of the lack of a language barrier.

In addition, the use of bilingual teaching assistants relieved the instructors of administrative detail created by the coordinating process. Since nearly all of the trainees were drawn from the disadvantaged population, there were numerous personal problems that would have consumed valuable instructional time had it not been for the assistants.

The administrative structure was well oriented, at all levels, in the goals and objectives of the program. A sample of administrators and instructors revealed that 22 of the 29 interviewed were well aware of the total objective of the program; that is, both to teach communication skills and to enhance employability of the trainee. (See Table 3, following page.)

Study Findings: Administration

Demonstrated Achievements and Study Recommendations

I. Demonstrated Achievements

Program Objectives

The administration of the various projects performed their contracted responsibilities in an adequate manner; that is:

1. Selected teaching staff conversant with the problems of the trainees (see Administrative Survey, Table 3, next page).
2. Directed staff to the stated program objectives (Administrative Survey, Table 3, next page).
3. Accepted for training the designated population (Selection Outreach Survey, Table 4, Page 22).
4. Kept required records.
5. Exceeded the instructor qualifications required per contract agreement (Administrative Survey, Table 3, next page).
6. Attained standards of performance expected at course completion. Sample trainees were able to meet basic OJT entry level requirements (OJT, Table 10, Page 67. and Employer Surveys, Table 11, Page 68).

New Knowledge and/or Adapted Techniques

1. The project administrators demonstrated capability of coordinating project efforts with other community manpower programs.
2. Operation of the program demonstrated that ability to communicate with disadvantaged trainees is prime factor in educational development, with ethnic identity of instructors and administrators of lesser value.

Table 3. ADMINISTRATIVE SURVEY

<u>Administration Characteristics</u>	<u>Totals</u>
1. <u>Administrators</u>	(N=8)
a. Teaching Credential	3
b. Administrative Experience (yrs.)	7
c. Teaching Experience (yrs.)	4
d. Spanish-surname Identity	4
2. <u>Teaching Staff</u>	(N=30)
a. Teaching Credential	23
b. Teaching Experience (Yrs):	
1 - 2	4
3 - 6	10
7 +	9
c. Vocational Education Experience (yrs.)	7
d. Spanish-surname Identity	13
e. Bilingual	22
3. <u>Teachers' Assistants</u>	(N=18)
a. Educational Attainment (yrs.):	
9 - 12	8
12 +	10
b. Spanish-surname Identity	12
c. Bilingual	13
4. <u>Perceptions of Project Objectives</u> (Teaching Staff)	(N=29)
a. Prepare poverty-population individuals for OJT	4
b. Prepare individuals for jobs	3
c. Teach monolinguals English and provide assistance in education and training of hard-core unemployed	22

3. The experience gained indicated that teaching credential may not be required for training the disadvantaged.
4. The program demonstrated the high value of using qualified teaching assistants to assist in those programs directed to the "hard-core" disadvantaged monolingual Mexican-American.

Recommendations

1. There were reported cases of tension due to confusion, not in objectives of the program, but in the various responsibilities and authority of the project staff. These factors should be resolved through -
 - a. In-service training to develop skill required for serving this level of trainee.
 - b. Development of continuous and specific evaluative and record keeping techniques (see Appendix B).
 - c. Obtaining increased and detailed trainee data for enhanced teaching and counseling effectiveness (see Appendix B for sample PREP forms used in similar activity being conducted in Central Coastal California).
2. Recruitment of volunteer and community resources to provide follow-up assistance to trainees outside of classroom requirements (see forms, Appendix B-4).
3. Increasing feedback for program control and development by interviewing trainees as well as utilizing opinion sampling (see PREP student opinionnaire, Appendix B-5).
4. Building into the program continuous and special evaluative procedures to measure student achievement, assess staff performance, and determine how well the methods and the program as a whole are succeeding. They should contain the following characteristic measurements:

Staff Evaluation of Student's Progress or Achievement

- a. Informal and intuitive judgments and observations.
- b. Diagnostic testing and placement.
- c. Achievement testing.
- d. The complete enrollment, attendance, training, and placement records covering all program activities, kept in a central office.
- e. Statistical cumulative records.

Evaluation of Staff Performance and Effectiveness

- a. Formal evaluation forms completed on all staff by immediate supervisors at least once during program life span and maintained in a central personnel office file.
- b. Classroom visitations and observations.
- c. Supervisory conferences.
- d. In-service training to review goals, materials, methods, and philosophy of program.

Evaluation of the Program; Formal and Non-quantifiable

- a. Evaluation of the program based on attainment of the objectives of the project as stated in the original application.
- b. Formal evaluation using guidelines and design as directed by the Department of Education, Bureau of Industrial Education.
- c. Evaluation of the program by the trainees themselves as evidenced by their attendance, interviews, and surveys.
- d. Evaluation by the community at large, as evidenced by its continued support in terms of volunteer efforts, donations of equipment, books, field trips, and work orientation programs.

Population Served

Selection of Trainees

Trainees were recruited, screened and selected by the placement organizations in cooperation with the California Department of Employment. The selection process was generally effective, but a number of critical areas were identified.

This combination of Department of Employment organization and technical efficiency coupled with OJT organization community outreach skills was effective in reaching the target group: monolingual, Mexican-American unemployed adults. There was no evidence, in records or survey, that any other than the intended beneficiaries were served (see Table 4, "Selection -Outreach-Trainee Characteristics, following page).

A few health problems were encountered. These were: (a) basic health problems such as obesity, diabetes, poor teeth, etc.; (b) dental, sight and other problems requiring outpatient services, indicating that a general health examination should be given to all prospective trainees. The examination should include: (1) determination on whether an individual can meet the physical requirements of the training and employment program, (2) diagnosis, referral and a corrective program for those who may qualify for the program if the corrections are made, (3) general health diagnosis

TABLE 4. SELECTION - OUTREACH SURVEY - TRAINEE CHARACTERISTICS

<u>Trainee Characteristics</u>	<u>Sample Totals</u>
Sample Total Number	256
Monolingual	244
Limited English	12
Spanish-surname	244
Head of Household	243
Urban Residence	134
Rural Residence	93
Unknown	30
Citizen	56
Naturalized	10
Non-citizen	190
Non-citizen Residence in Years:	
1 - 2	20
3 - 5	27
6 - 8	26
9 - 10	9
11 - 12	14
13 - 16	11
17 - 20	4
20 +	10
Unknown	69
Age in Years:	
18 - 26	21
27 - 35	73
36 - 45	76
46 - 65	38
66 +	1
Unknown	45
Educational Attainment in Years:	
0	13
1 - 2	34
3 - 5	64
6 - 8	60
9 - 12	20
12 +	5
Unknown	67

Table 4 (continued)

<u>Trainee Characteristics</u>	<u>Sample Totals</u>
Dependents:	
1 - 2	26
3 - 5	58
6 - 8	50
9 +	11
0	12
Unknown	99
Sex:	
Male	172
Female	31
Unknown	43
Number of Jobs Previous Two Years:	
0	6
1 - 2	34
3 - 4	18
4 - 6	14
7 - 9	3
10 - 12 +	4
Unknown (More Than 1 Job)	178
Number of Months Unemployed Previous 24 Months:	
0	25
1 - 3	26
4 - 9	21
10 - 17	6
18 +	10
Unknown (More Than 1 Month)	169
Employed at Start of Training	45
Work Experience:	
Farm Occupation	141
Industrial	60
Other	27
None	6

and recommendations for all trainees. A number of trainees required such services as eye glasses and outpatient services. Community agencies could be helpful in obtaining these needed services.

Non-citizen immigrants were accepted for the program. This is neither desirable nor legal, as MDTA training programs are designed to solve problems associated with citizens or potential citizens. Standard procedures for acceptance into the program were followed, that is, verification of acceptability from the Employment Office. However, these were not sufficient. In the future, trainee citizenship should be investigated before acceptance into the program.

An alternate consideration is whether or not to acknowledge the non-citizen status of a trainee. During the survey, nearly 150 of the non-citizen trainees were found to have been residents of the United States for more than five years. However, during the depth interviewing of trainees, it was found that those individuals not citizens had adopted a "non-participation" philosophy regarding United States society. This was stated by the trainees to be based on the following assumptions: (1) They were in the United States illegally and could never apply for citizenship. (2) To be a citizen, you had to pass complicated tests in English. (3) If you did not own land or have a steady job, you could not qualify for citizenship. (4) Other misinformation regarding health requirements, etc.

It is important to note that a number of project administrators commented that after a short period of time in the class, nearly all of the trainees expressed a desire to initiate citizenship preparation.

The trainees in this project possessed additional problems other than illiteracy in English, which compounded the educational problem. These include the following:

- a) All of the trainees were monolingual in Spanish. Some individuals were non-functional illiterates in both languages.
- b) Individuals with long histories of under or intermittent employment were selected, i.e., the hard-core unemployed. A number of the men had been enrolled in other programs and had met with no significant success.
- c) Because the trainee selection criteria were followed closely, the range of student and educational problems varied considerably in such areas as educational background, educational ability, health, motivation, and family welfare.

Of the 256 trainee samples, 244 were monolingual in Spanish; 201 were unemployed at start of training; 244 were Spanish-surnamed; There were 243 Heads of Household; only 25 had more than an eighth grade education.

Table 4 summarizes trainee characteristics. It should be noted that because record-keeping methods and forms varied so widely among the cooperating agencies, minor inaccuracies developed when an effort was made to

establish totals in each category covered in the tabulations.

At least one trainee from each of the participating schools was interviewed in depth in order to achieve a cross-section record of trainee characteristics, experience, and knowledge of the program. Response is reported in Tables 5 and 5-A, Pages 26 and 31.

Instructor reactions were solicited in a survey in which a representative of each program was contacted. Response covering the total program, is reported in Table 6, Page 34. Table 5-B, Page 33, covers initial instructor reaction to trainees.

POPULATION SERVED

Demonstrated Achievements and Study Recommendations

I. Demonstrated Achievements

Program Objectives

1. The specified population was served. Of the 256 trainees samples, all met the criteria of "hard-core disadvantaged" specified in the proposals.

New Knowledge and Adapted Techniques

1. It was demonstrated by the exceptional attendance records reported by instructors that the hard-core disadvantaged Mexican-American will apply himself to the order and discipline of the classroom situation, thereby exhibiting motivation.
2. It was demonstrated that the trainee group is "recruitable," given direct cooperation between governmental organizations and the organizations the disadvantaged relate with in the community.
3. It was demonstrated that educational deficiencies and ignorance of requirements are prime factors in the non-citizen status of the majority of trainees. Education and training soon motivated trainees to seek citizenship and community participation, discrediting the misconception that monolingual Mexicans prefer the status of resident aliens.

Recommendations

1. The trainees served are the most severely disadvantaged of all groups, ranking with the American Indian in multiplicity of educational and cultural handicaps. (Indeed, most Mexican-Americans are North American Indians!) The Outreach and Work-
(turn to Page 38)

TABLE 5. TRAINEE DEPTH INTERVIEWS
(N=10, representing all classes in program)

Outreach Category

<u>Question</u>	<u>Total Replies*</u>
1. How did you first learn of the Project/School?	
a. Word of mouth	8
b. Community meeting	1
c. Radio	2
d. Newspaper	1
e. Other	0
2. When did you first learn of the Project/School?	
a. December 1967	7
b. January 1968	1
c. February 1968	0
d. March 1968	2
3. When did you apply?	
a. December 1967	5
b. January 1968	3
c. February 1968	0
d. March 1968	2
4. How did you apply?	
a. In person	9
b. Telephone	1
c. Mail	0
5. Were you contacted by a representative of the Project?	
a. Yes	1
b. No	9
6. Were you sent to the school by someone not connected to the Project/School?	
a. Yes	1
b. No	9
7. When you registered, what were you told was the purpose?	
a. Learn English	8
b. Get a job	8
c. Get paid	3
d. Learn a skill	3

*Response to some questions may total more than 10 because some respondents gave more than one reply.

Table 5 (continued)

<u>Question</u>	<u>Total Replies*</u>
8. Were you helped in filling out the application?	
a. Yes	9
b. No	0
9. Was the application in Spanish?	
a. Yes	1
b. No	8
10. Were you promised a job if you finished the course?	
a. Yes	10
b. No	0
11. Were you promised you would be paid?	
a. Yes	10
b. No	0
12. When did you start attending classes?	
a. December 1967	0
b. January 1968	8
c. February 1968	2
d. March 1968	0
13. Why did you want to get into the Program?	
a. To learn English	10
b. To be paid	2
c. To get a better job	3
d. To become a citizen	1
14. Do you know who is paying for this school?	
a. Yes	9
b. No	1
15. Who?	
a. Federal Government	4
b. State Department of Employment	1
c. The Government	1
d. State of California	2
e. County	1

*Response to some questions may total more than 10 because some respondents gave more than one reply.

Table 5 (continued)

<u>Work Related Characteristics Category</u>		
<u>Question</u>		<u>Total Replies</u>
16. Do you have children?		
a. Yes		9
b. No		1
17. How many live with you?		
a. 1 - 4		4
b. 5 - 8		4
c. 9 +		1
18. How many go to school?		
a. 1 - 4		5
b. 5 - 8		3
c. 9 +		0
19. Do you rent or own your home?		
a. Rent		9
b. Own		1
20. Is that home a farm or in town?		
a. Farm		2
b. Town		8
21. Do you have your own transportation?		
a. Yes		9
b. No		1
22. Have you ever been in trouble with the law?		
a. Yes		0
b. No		10
23. Have you or your family ever been on Welfare?		
a. Yes		5
b. No		5
24. What kind of work did your father do?		
a. Farm		9
b. Industrial labor		1
25. When did you last have a job?		
a. 6 months ago		6
b. 1+ years ago		2
c. RTS*		1

*RTS - Refused to State

Table 5 (continued)

<u>Question</u>	<u>Total Replies*</u>
26. What kind was it?	
a. Farm	4
b. Industrial	2
c. Other (Service)	2
d. RTS**	1
27. How long did you have it?	
a. 6 months or less	4
b. 1 year or more	4
c. RTS**	2
28. How much did it pay?	
a. \$1.00/1.75	5
b. \$1.80/3.00	3
c. RTS**	1
29. What kind of work have you done?	
a. Farm	5
b. Industrial	3
c. Service	5
d. Other	1
30. Does your wife work?	
a. Yes	0
b. No	9
31. Are you a citizen of the U.S.?	
a. Yes	1
b. No	9
32. If no, when did you come to the U.S.?	
a. 1967	1
b. 1965	2
c. 1962	1
d. 1953	2
e. 1943	3
f. RTS**	1
33. Did you live on a farm or in a town?	
a. Farm	9
b. Town	1

*Response to some questions may total more than 10 because some respondents gave more than one reply.

**RTS - Refused to State

Table 5 (continued)

<u>Question</u>	<u>Total Replies*</u>
34. When did you start working?	
a. 6 - 10 years	4
b. 11 - 15 years	4
c. 15 - 21 years	1
35. How much did you earn per year (last job)?	
a. \$3,000 or less	2
b. \$3,500 or less	5
c. \$5,000 - \$6,000	2
36. Have you ever had a major illness?	
a. Yes	2
b. No	8
37. What is your health condition now?	
a. Good	8
b. Bad	2
38. How long have you lived in area?	
a. 1 - 2 years	2
b. 3 - 5 years	1
c. 6 - 7 years	3
d. 10 - 15 years	1
e. 16 +	1
f. RTS**	2

*Response to some questions may total more than 10 because some respondents gave more than one reply.

**RTS - Refused to State

TABLE 5-A. TRAINEE INTERVIEWS
(N=10, representing all classes in program)

Basic Education Category

<u>Question</u>	<u>Total Replies*</u>
1. What are they teaching you?	
a. English-Reading-Writing-Speaking	10
b. Math	8
c. Tool and equipment skills	1
2. Do they give you homework?	
a. Yes	10
b. No	0
3. While at the school, did you receive any counseling?	
a. Yes	2
b. No	7
c. Some	1
4. Have you ever received any other type of help?	
a. Marital	0
b. Financial	0
c. Criminal	0
d. Traffic Citations	0
e. Personal Problems	1
f. No	10
5. Have you ever been to any other training school?	
a. Yes	1
b. No	9
c. If yes, where -	
1. Oakland Skill Center	1
6. Have you ever attended a night school?	
a. Yes	4
b. No	6
c. If yes, where -	
1. Healdsburg, Sacramento	2
2. Fresno	2
7. Do you help your children?	
a. Yes	6
b. No	4

*Response to some questions may total more than 10 because some respondents gave more than one reply.

Table 5-A (continued)

<u>Question</u>	<u>Total Replies*</u>
8. Does anyone help you study at home?	
a. Yes	7
b. No	3
9. What will you do when you finish at the school?	
a. Work	8
b. Go to night school	2
c. Become a citizen	3
10. What is your biggest problem?	
a. English	10
b. I lack skills	2
11. Do you take books home to read?	
a. Yes	10
b. No	0
12. Will you try to get more schooling after you finish?	
a. Yes	6
b. No	0
c. Maybe	4

*Response to some questions may total more than 10 because some respondents gave more than one reply.

TABLE 5-B. EVALUATING REMARKS OF INTERVIEWERS
(N=10)

1. Does the Trainee have good oral communication?	
a. Yes	6
b. No	4
2. Does he have an accent?	
a. Light	1
b. Medium	3
c. Heavy	6
3. Does he have good English pronunciation?	
a. No	4
b. Fair	6
c. Good	0
4. Appearance -	
a. Good	7
b. Fair	3
c. Bad	0
5. Manner -	
a. Good	7
b. Bad	0
c. Lacks confidence	3
6. Male	9
7. Female	1
8. Other:	
Prefers Spanish	5
Expresses motivation	4
Feels he needs more time	4
Understands English	5

TABLE 6. INSTRUCTOR INTERVIEWS FOR EVALUATION OF TOTAL PROGRAM
(N=8, representing all programs)

<u>Question</u>	<u>Total*</u>
1. What do you think of the Educational Materials used at this school?	
a. Very good	3
b. Good	1
c. Fair	3
d. Not good	0
e. Very poor	3
2. What do you think of the time allowed?	
a. Long enough	4
b. Not long enough	4
3. What was the atmosphere within the school?	
a. Good	6
b. Bad	2
c. Fair	0
4. Were you given a course outline by the School Administrator?	
a. Yes	2
b. No	6
5. Do you have any comment to make regarding the course outline?	
a. No	1
b. Wanted	6
c. Very good	1
6. How was the course content oriented?	
a. Employment seeking	2
b. Employment skills	1
c. Job retention/responsibility	5
d. Motivation/sensitivity	6
e. Basic Ed (English)	8
7. How do you feel about the Program?	
a. Good	3
b. Worthwhile	3
c. Excellent	2
8. Did <u>you</u> test any of the Trainees?	
a. Yes	6
b. No	2

*Response to some questions totals more than 8 because some respondents gave more than one answer.

Table 6 (continued)

<u>Question</u>	<u>Total*</u>
9. Were any tests given by someone other than yourself?	
a. Yes	3
b. No	0
5. Don't know	5
10. Do you think any tests should be given?	
a. Yes	7
b. No	1
11. What was the attitude of the Trainees?	
a. Good	6
b. Poor	2
12. Did you receive any help from the School Administration?	
a. Yes	4
b. No	4
13. What kind of help?	
a. Implementing ideas	1
b. Field trips	3
c. Materials	3
14. Did you receive any direct classroom supervision from the Administration?	
a. Yes	1
b. No	7
15. What were the Trainees' attendance patterns?	
a. Very good	5
b. Good	3
c. Fair	1
d. Poor	0
16. If the Trainees were tested at end of training period, what were the general results?	
a. 1+ level to 2 - very good	1
b. 0 level to 1 - good	3
c. No testing	1
d. Pure monolingual	1
e. No comment	2

*Response to some questions totals more than 8 because some respondents gave more than one answer.

Table 6 (continued)

<u>Question</u>	<u>Total*</u>
17. What changes would you like made on the following?	
A. Educational Materials:	
a. Improved ESL material	6
b. Better selection needed	5
c. More relation to current events	5
d. Language lab needed	1
B. Time Element:	
a. Should be longer by 10 weeks	4
b. Is adequate (15 weeks)	2
c. No comment	1
C. Course Content:	
a. Better planning needed	3
b. Relate to current events	4
c. More development time needed	3
d. Greater emphasis on Basic Education	1
D. Course Outline:	
a. Needed	2
b. Better coordination	2
c. More flexibility	3
E. Course Implementation:	
a. Greater consistency needed	4
b. More planning	3
c. All training should start at once	2
d. Six-hour classes	1
F. Other:	
a. Need for more visual aids	1
b. Improved communication between administrative staff and instructors	1
c. Medical exams	1
d. Better screening for potential	1

*Response to some questions totals more than 8 because some respondents gave more than one answer.

Table 6 (continued)

<u>Remarks:</u>	<u>Total</u>
1. Improved counseling	5
2. Proper supervision	4
3. Administrative support	4
4. More staff meetings	3
5. More field trips	3
6. Better language ability test	2
7. Better trained teachers' aides	2
8. Staff that relates to Trainee	5
9. Forceful teaching	2
10. Better organization	1
11. Better coordination	1

related Characteristics surveys, Table 4, Page 22 and Table 5, Page 26 confirm the backgrounds of the trainees and indicate the need for increased educational and social research by educational authorities.

Course Outline and Implementation

The planned requirements for basic education in communications, arithmetic, job communications, pre-vocational training and counseling guidance were detailed in the course outlines of all the projects.

However, interviews and discussions with eight of the classroom instructors (Table 6, Page 34) revealed several areas for consideration.

There was no evidence that the administrators supervised the instructional process. All instructors reported that the functions of material selection, presentation and development were left completely to the classroom instructor. This authority extended to classroom discipline and trainee evaluation.

The most common expressed concerns of the instructors were as follows:

(a) The time allotted for the basic education process was not sufficient. It was pointed out that because the program was new, established techniques and curriculum were not available; therefore, a large measure of time was absorbed by program preparation.

Additionally, those projects serving rural trainees indicated class profiles with a much lower average educational attainment than that indicated for urban areas. The record and trainee survey supports this analysis; of the 25 trainees with 9th grade + attainment, 20 trainees were in two urban-centered projects. It was stated that the individuals with lower attainment required more time and attention, especially in the reading and arithmetical skills.

All projects reported intent to comply with course outlines as detailed in the program objectives, but all quoted the "loss" of time in the "start-up" period as an inhibiting factor that built up pressure to "meet the schedule" irrespective of trainee progress.

(b) A review of the course content by the instructor sample reveals that course implementation centered on communication skills and employment motivation, with a lesser emphasis on the pre-vocational activity. It is probable that the pre-vocational content was a casualty of the time problem. Only one of the instructors mentioned pre-vocational skills as an emphasis of course content.

However, instructors were cognizant of the importance of the role of pre-vocational skills in preparing the trainee for employment. Several asked for inclusion of more work-related materials in the curriculum.

It was emphasized that the time situation created decisions on what content was to be emphasized, and it was decided that the ability of the trainee to communicate was critical.

(c) An additional factor was the reasoning that since trainees were not being prepared for specific vocations, attention should be centered on the basic communication and computational skills and not on specific job practices.

(d) The relationship between instructor and teaching assistants or aides was not raised by the survey since it was covered in the general administrative review. However, questions regarding course outline and curriculum brought out several concerns regarding the role of the aide in the instructional process.

Several instructors commented that they were confused regarding whether they were to allow the aides to lead oral drill, test trainees, give one-to-one counseling, or to restrict the aide to mechanical, clerical functions such as attendance records, grading papers, material controls, etc. In some cases, this created strained relations, since administrators had given instructors complete class control and instructors felt they should dictate the role of the aide; but several situations occurred where the administrator, as part of the counseling function, assigned specific trainee problems to aides. This removed the aide from instructor supervision and created a reference by the aide to the authority of the administrator rather than the instructor.

These situations were existing at the time of the survey. They should be a consideration of future administrators.

Curriculum

In general, the curriculum for the trainees was divided into two areas: language development and content or subject matter.

Language Development

All of the techniques presented by the projects should be incorporated in planning a program for such pupils, but there are other factors to consider. Since the trainees are selected by poverty characteristics rather than by educational level, they always will be at different levels of communication development. Some may be able to hear sounds and yet not be able to reproduce them; others may be able to use a pattern during practice and yet not be able to use it in real language situations; some may be able to call out words in reading and yet not be able to bring meaning to the printed page.

The teacher will have to provide specific practice in these and other skills on an individual or group basis in order to bring the trainee up to grade or employment level.

It is important that equal emphasis be given to vocabulary, to language patterns, to intonation, and to cultural meaning in order to develop true language competency. The four basic activities -- listening, speaking, reading, and writing -- should serve as guideposts to a well-rounded language arts program. There are a number of appropriate programs presented by various authors, but perhaps "We Speak English, Books I and II," by Faye Bumpass, more nearly meet the needs of these pupils. Dr. Bumpass emphasizes the aural-oral technique used in the projects, and if teachers follow up this material with oral structured drills to correct errors in pronunciation and intonation, trainees will be gaining increased communication skills.

The oral language program leads to reading, but the reading process is extremely complex, especially for the rural-oriented monolingual, and demands the knowledge of many related word recognition and comprehension skills. Although the teacher may find indirect approaches, such as taking field trips, effective in contributing to the development of some skills needed for reading, it is essential that the trainees be given a sequentially developed reading program. The teacher should remember it is not necessary for the trainee to complete each page of a particular text; if he masters the skill, he should move on as rapidly as possible.

Content Areas

Although the development of language presents a real problem, the subject matter areas present an even more baffling one. There is no help to be found in the current publications; in fact, most authors do not even refer to this problem. For example, consider the problem of preparing a curriculum for an adult 27 to 45 years of age, who has been to school less than five years in Mexico. If this adult is to work with his peer group in work situations, he must not only be able to communicate, but he must also have the skills taught in arithmetic, social studies, science, and formal English. He must learn not only the language of the various disciplines, but he must actually gain the understandings and skills taught at each grade level. It should be remembered that the trainee's maturity and level of aspiration may make it possible for him to progress at a rapid rate due to the promise of employment. But what of the cultural inhibitions of a 27-to-45-year-old trainee?

There is urgent need for curriculum materials that will give teachers direction in this area. In arithmetic, for example, units might be worked out in addition, subtraction, multiplication, division, common fractions, decimal fractions, ratio and proportion, per cent, and geometry. In each unit, the language for that particular segment of subject matter could be presented. The chapter on addition might present the essential understandings learned in grade three, and in following lessons, the information for grades four, five, etc. In this way, the teacher would know exactly how much content the pupil must know to be successful at a particular grade level.

The Mexican-American adult who has the skills and understandings in the content area could concentrate on the language of arithmetic or the language of social studies, in order to move into the regular On-Job-Training with peer groups.

The teaching of English as a Second Language is one of the most challenging problems facing educators today. Improvements should be recognized, experimental programs should be critically evaluated, and efforts should be made to initiate creative materials and techniques. Teachers should be aware of materials and methods that are being used with some success and emphasize programs which will give Mexican-Americans fluency in English, context in their own culture, and a desire to become contributing citizens of the United States. The projects and material examined presented a concerted approach to that goal.

The Mechanics of Implementation:

The standard course outline for the projects is shown in Appendix C. A comparison of outlines actually used in the program revealed that all projects followed the standard, with slight modifications to provide for preparing original materials and the reactions to time pressures.

Materials

Providing materials for teaching pre-vocational subjects to adult monolinguals is an obvious problem. The lists of materials used in the instructional process appear in Appendix D. The tabulations exemplify the diversity of texts, tapes and visual aids used by the projects.

Interviews with instructors revealed that the most favored materials were those that directly supported aural-oral comprehension development techniques: such materials as basic pattern drills, fast drill practice, visual aids, tapes, dialogues and flip charts.

Reading-related materials were stated by instructors to be a critical problem, which is understandable when related to the educational attainment levels of the trainees. In this regard, several instructors stated that the English 900 Series, textbooks and tapes, were too advanced for the trainees, had no Spanish translations, and appeared to be more suitable for upper-level high school students with the commensurate achievement. Many of the trainees did not recognize letters nor did they have knowledge of basic English or Spanish language structure; therefore, reading-related materials were not of high value.

However, one example of reading related materials considered "adequate/good" was identified by two schools. This was "The American English Course" (Instituto Mexicano Norteamericano de Relaciones Culturales, Mexico - 9 Books and Tapes).

The Modern American English series, Books 1 and 2 with tapes, were also singled out by one school as very acceptable to the trainees and instructors.

The general consensus was that appropriate reading materials were not available for this project's needs. Audio-visual materials were very good, but more expansion of the content was desired and mechanical devices were of little value since material was not available to exploit mechanical potential.

Measurements Applied

Testing of students who participated in this project indicates a reasonable degree of success. An example can be shown using the results from the three classes in the Sweetwater Union High School District's Chula Vista Adult School, Mar Vista Adult School and Sweetwater Adult School.

There is a shortage of test materials designed for students in English as Second Language (ESL) Classes. There are few, if any, commercial tests on the market that have been designed for, or normed on, adult ESL students.

Tests used in this project were primarily selected on the basis of information obtained from use with students in the day school ESL classes. Most of the tests have proven helpful in establishing baseline information and in measuring a small portion of the academic growth that has taken place.

Test results in this study measure objectively only a small part of student behavior. Subjective evaluations by teachers may give more meaningful information than test scores about academic changes that have been brought about in student behavior.

Measurements were applied to the servo student population at the start of the classes ("pre-test") and during the final stages of the program ("post test"). There was considerable change in student behavior on the post test as compared with the pre test. On the pre test, instructions were given in Spanish and English. On the post test, students functioned almost exclusively with instructions in English.

The observation noted is subjective, but nevertheless it left an impression that significant learning in language development, had taken place that was important and apart from the objective test results reported.

Tests Used

Ability Tests - Barranquilla Rapido Survey Intelligence Test (BARSIT)
Lorge - Thorndike Intelligence Test (Non-verbal) Level 4,
(L-T)

Achievement Tests - California Achievement Tests Complete Battery,
Upper Primary for X (CAT-UP) Reading, Arithmetic
and Language.
Wide Range Achievement Test (WRAT) Arithmetic
and Reading.

Test Evaluation Procedures

The test evaluation procedures for each SERVO* class in the Sweetwater District provided for collecting baseline data after the first week of instruction. It should be pointed out that there are no established tests designed for and normed on the kind of students who were enrolled in the SERVO project.

A decision was made to use some of the commercially prepared tests that have been used with students receiving English as a Second Language (ESL) instruction in the Junior and High Schools. The problem of test selection for students in the secondary schools receiving ESL instruction is very similar to selecting materials for adults in the SERVO project.

Chula Vista Adult School. A brief evaluation based on the tests used reveals the following baseline information for the students at Chula Vista Adult School. It should be kept in mind that the testing of Spanish monolinguals with English language tests does not necessarily present a valid measure of an individual's ability. It does, however, provide a measure of the individual's ability to function in English. The pre test results were used as a help to the instructional staff. (See Figure 2.)

The grade level range in Reading, based on the CAT-UP subtest, was from 1.7 to 3.9, with a median grade level score of 2.8. The grade level range on WRAT-R was from 1.9 to 10.0, with a median grade level score of 4.7.

The grade level range in Arithmetic, based on the CAT-UP subtest, was 3.4 to 4.8 with a median grade level score of 4.5. The grade level range in Arithmetic based on WRAT-A was from 3.9 to 6.7, with a median grade level score of 5.0.

The grade level range in Language, based on the CAT-UP subtest, was 1.0 to 4.7, with a median grade level score of 2.4. The grade level range based on the full battery was 1.2 to 4.3, with a median grade average of 3.7. The median raw scores and grade level scores are shown in Figure 2 for all portions of the CAT-UP.

The range of ability on BARSIT was from one percentile to 94% with the median percentile at 46%. The range of ability on Lorge-Thorndike Nonverbal Test was an IQ score of less than 5 to IQ score of 91. The median IQ score was 68. Interpretation of results on the nonverbal test must be viewed in light of the fact that the men were so unfamiliar with the test requirements that they could not comprehend the requirements or purport of the test.

Mar Vista Adult School. A brief evaluation based on the tests used, and mentioned in the report of SERVO project evaluation procedures, reveals the following baseline information for the students at Mar Vista Adult School:

*SERVO was the designation selected by the Sweetwater District for its classes under the Mexican-American program reported here.

2. INDIVIDUAL MEASUREMENT, SERVO PROJECT

Chula Vista Adult School

Pre test results based upon students at Chula Vista Adult School. Test results show median grade level scores for the class when Upper Primary, Form X, California Achievement Tests were used.

READING

1. READING VOCABULARY

2. READING COMPREHENSION

ARITHMETIC

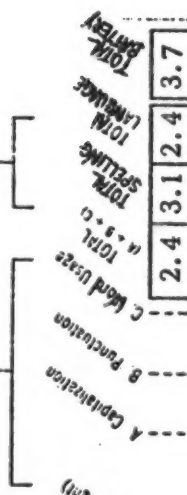
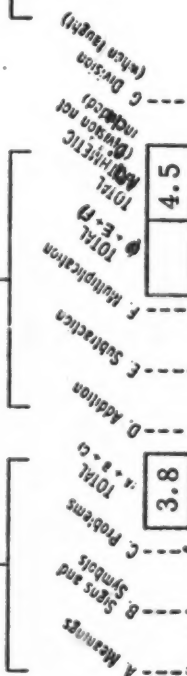
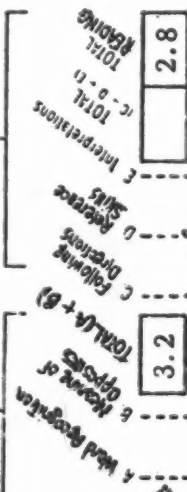
3. ARITHMETIC REASONING

4. ARITHMETIC FUNDAMENTALS

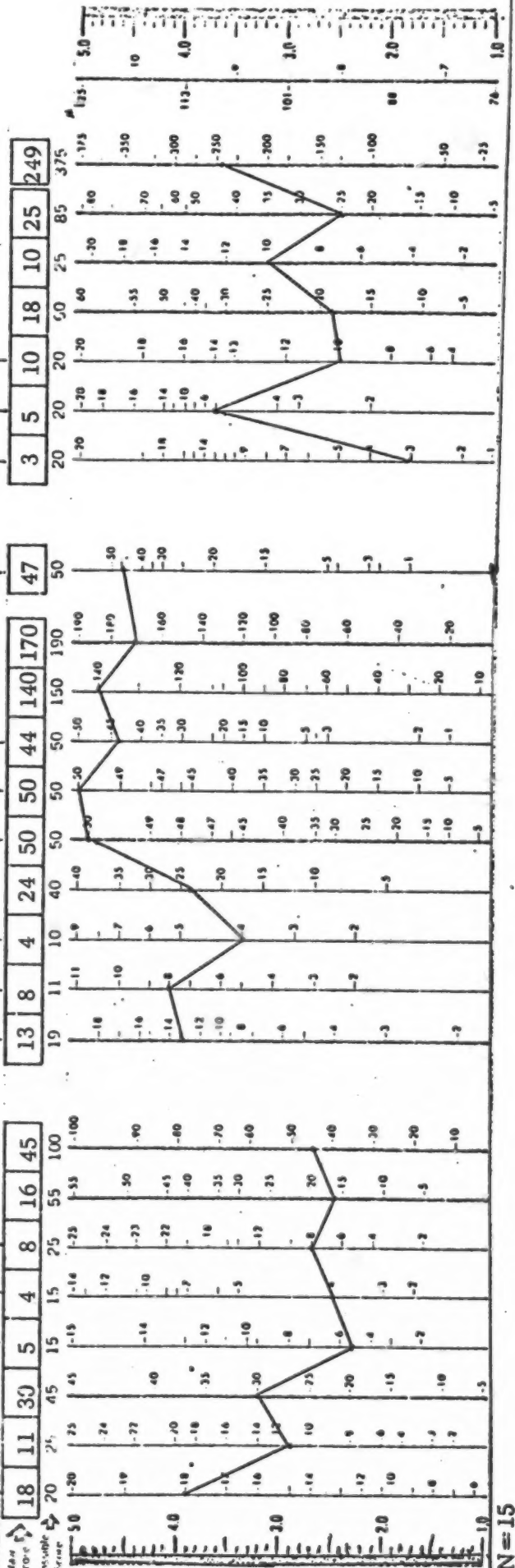
LANGUAGE

5. MECHANICS OF ENGLISH

6. SPELLING



MD.



N=15

The grade level range in Reading, based on the CAT-UP subtest, was from 1.1 to 3.6, with a median grade level score of 2.3. The grade level range on WRAT-R was 1.5 to 7.4 with a median grade level score of 3.5.

The grade level range in Arithmetic, based on the CAT-UP subtest, was 3.6 to 4.8, with a median grade level score of 4.3. Seven of the capable students were tested with WRAT-A; the grade level range was from 3.8 to 6.5, with a median grade level score of 5.0.

The grade level in Language, based on the CAT-UP subtest, was 1.0 to 3.9, with a median grade level score of 2.1. The grade level range based on the full battery was 1.0 to 3.8, with a median grade average of 3.4. The median raw scores and grade levels scores are shown in Figure 3 for all portions of the CAT-UP.

Sweetwater Adult School. A brief evaluation of the Sweetwater class, based on the tests used and mentioned previously, reveals the following baseline information for students.

The grade level range in Reading, based on the CAT-UP subtest, was 1.0 to 4.4, with a median grade level score of 2.5. The grade level range on WRAT-R was 1.6 to 7.0 with a median grade level score of 4.4.

The grade level in Arithmetic, based on the CAT-UP subtest, was 2.5 to 4.9, with a median grade level score of 4.1. Seven of the more capable students were tested with WRAT-A; their grade level range was from 5.2 to 9.0 with a median grade level score of 6.2.

The grade level range in Language, based on the CAT-UP subtest, was 1.0 to 3.8, with a median grade level score of 1.7. The grade level range based on the full battery was 1.7 to 4.5, with a median grade average of 3.3. The median raw scores and grade level scores are shown in Figure 4 for all portions of the CAT-UP.

Illustrative material for further analysis of test results appear in Appendix J, along with the forms used by SERVO instructors to record subjective evaluations of students' language skills.

Evaluation of Tests Used in SERVO Project

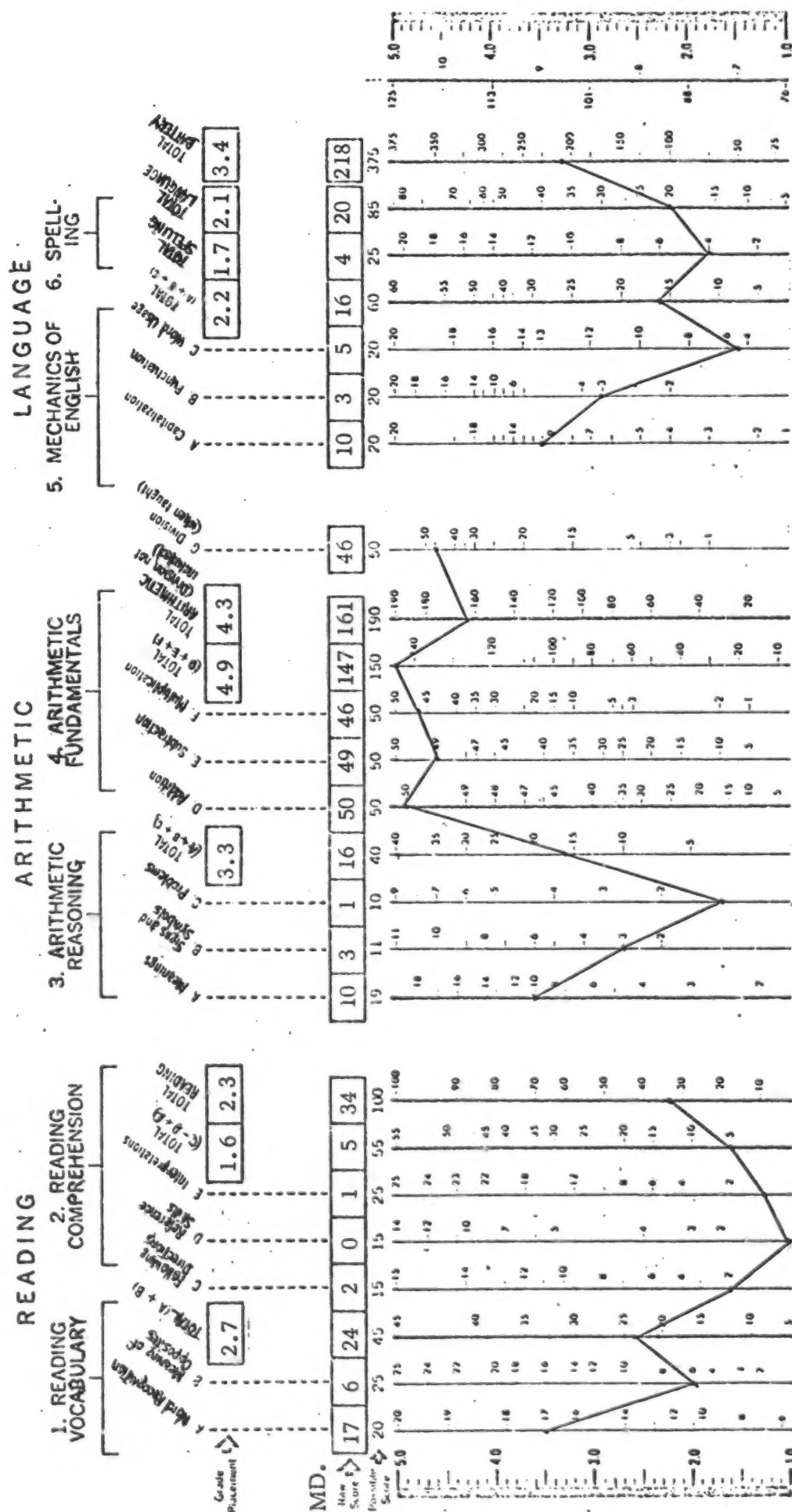
The Barranquilla Rapido Intelligence Test has been of sufficient value so that it should be used in future programs. It is easily administered and requires only ten minutes of actual test taking time.

The tests seem to identify students who have difficulty in reading and comprehending in Spanish. The potential shown on the Barranquilla seems to relate well to performance on the California Achievement Test, Upper Primary Battery as shown by correlations listed on Table 15, Appendix J.

The Lorge Thorndike-Intelligence Test (Nonverbal) has not proven to be very effective. Students seem to have more difficulty with this test than with

Mar Vista Adult School

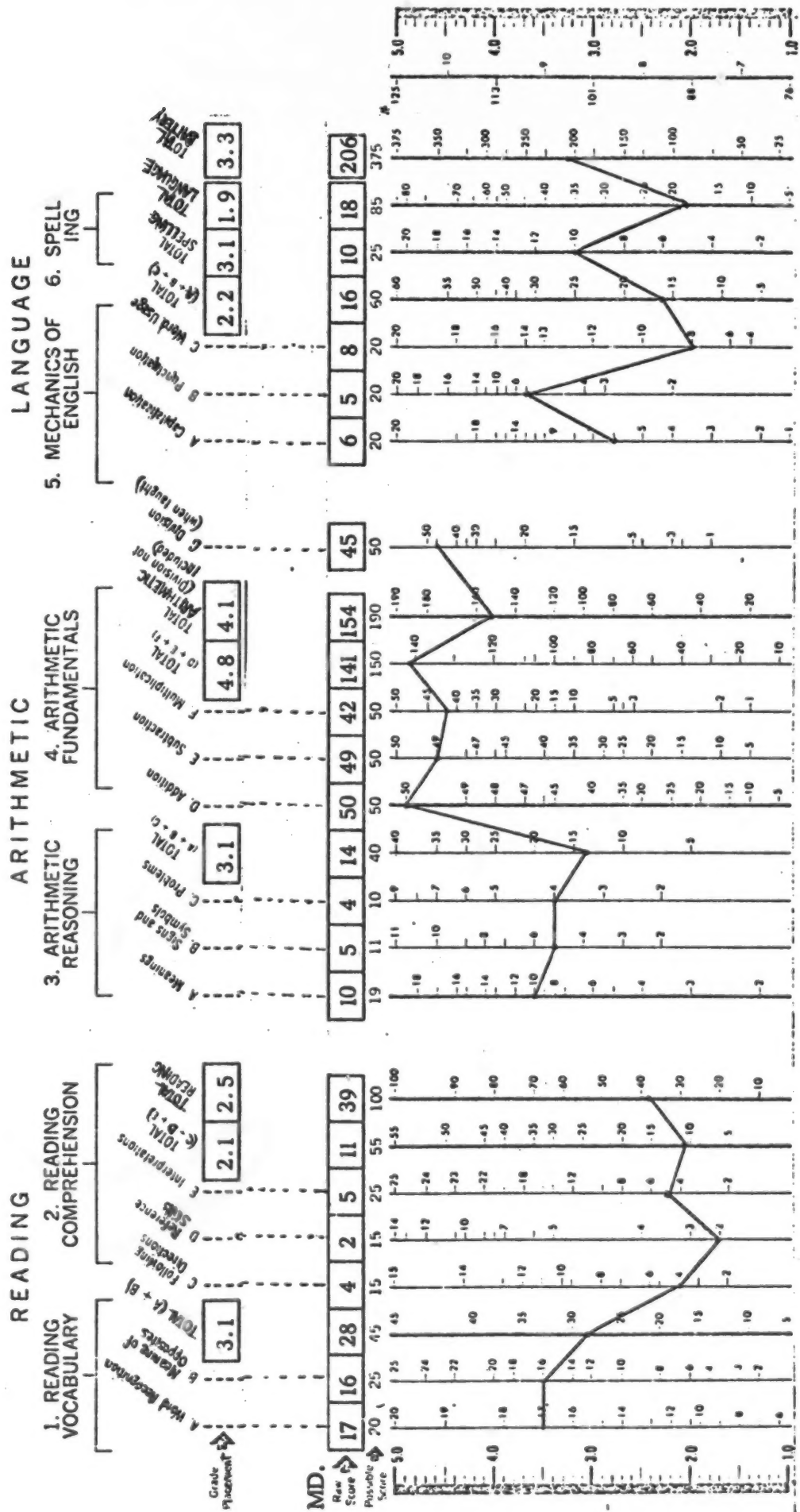
Pretest results based upon students at Mar Vista Adult School. Test results show median grade level scores for the class when Upper Primary, Form X, California Achievement Tests were used.



4. INDIVIDUAL MEASUREMENT, SERVO PROJECT

Sweetwater Adult School

Pre test results based upon students at Sweetwater Adult School. Test results show median grade level scores for the class when Upper Primary, Form X, California Achievement Tests were used.



some of the verbal tests used. Low I.Q. scores on this test do not adequately assess student potential. Students do not seem to fully comprehend the requirements of this test and cannot make logical decisions. Visual problems could influence the test results.

California Achievement Tests Complete Battery, Upper Primary Form X, seem to be at a level that allows almost all the men to function. This test could be used in further programs for initially establishing baseline information in a pre test situation. Higher level forms should be used with the more capable students in a post test. Results on the pre test would likely suggest whether or not a higher level form should be used in the post test.

The test tends to measure students' achievement levels in reading, arithmetic, and language, primarily through the student's ability to read and comprehend. Most students' experiences in class are centered around speaking and listening and establishing a vocabulary by viewing objects or pictures of objects. Instruction in reading is not the same for students in an elementary school, for whom the tests were designed. Although the tests do not relate as well to the kinds of instruction that take place, it still has value. Interpretation of test results needs to be modified in light of the variation in instruction noted.

The Wide Range Achievement Tests seem to have good value in setting baseline information in arithmetic and reading. The reading subtest must be given individually. It provides good diagnostic information on recognition of letters and words in English. The test administrator can listen to the pronunciation of letters and words and quickly identify troubled spots that can be corrected by instruction.

The arithmetic subtest allows more capable students to show their ability. This subtest provides for a higher level of work than the California Achievement Tests used.

Summary of Test Behavior

Data presented earlier indicate that most tests used were effective tools in establishing baseline information on students and in helping to evaluate some changes that take place during a period of instruction. It is recognized that the achievement tests used were not designed for the students in the SERVO program, nor were they found to be the best measure of the results based on the kind of instruction given to these students. The norms used were based on young Anglo-American children who have no language problem but were improving their native language of which they had experience for four, five or more years.

The test information based on the achievement tests used continues to be of value in spite of the shortcomings mentioned. It does suggest how well the SERVO students functioned on an instrument designed for Anglos and requiring ability to handle the English language.

Test behavior on the Test Rapido Barranquilla indicates that, in general, students capable in Spanish will do well on tests in English as they are compared with their peers.

There is need to develop local norms based on test performance of students in the SERVO program, if the evaluation of student progress is going to be measured for significance.

It is recommended that experimentation be made with Level I of Adult Basic Learning Examination (ABLE). This test would be a better measure of the students' ability to listen to English and comprehend the language as it relates to the basic skills. Information from this kind of a test and from the CAT are both important.

It is recommended that the Lorge-Thorndike be dropped and that experimental use be made of the Performance Scale of the WAIS. The WISC and WAIS Performance Scales have been used effectively with students in secondary school ESL programs and the test information is very meaningful.

Recommendations for Future Similar Programs

1. Experiment with ABLE 1 tests.
2. Continue to use CAT Upper Primary and Elementary.
3. Continue to use BARSIT.
4. Continue to use WRAT.
5. Use performance portion of WAIS.
6. Provide comparison groups.
7. Provide longitudinal measure by retesting participants after approximately 1 year of work or separation from the program.
8. Establish minimum health standards by requiring a physical examination commensurate in meeting requirements of industry for type of work men would be considered for.
9. Drop L-T as nonverbal instrument.

Study Findings-Course Outline, Materials, and Individual Measurement

I. Demonstrated Achievement and Study Recommendations

Program Objectives

1. The proposal course outline was adhered to by all projects and the completion of the entire curriculum was affected only by the time factor. Few, if any, course outlines were changed by the teaching staffs or administration.
2. There was no evidence of programmed partisan political indoctrination by any project.
3. The stipulated materials and equipment were in use by all projects.
4. There was no utilization of the project context for independent research or planned experimentation by teaching staff or administrative staff.
5. Achievement records were utilized by all projects to place and counsel trainees.
6. The total hours of instruction were augmented by voluntary instruction and attendance, per trainee request.
7. Work-related field trips were conducted.

New Knowledge and Adapted Techniques

1. It was demonstrated that the problems of testing adult, non-functional, illiterate Mexican-Americans are complex and severe. However, relatively successful examples of individual measurement techniques are documented.
2. It was demonstrated that, given the present state of the art, the most useful form of testing is achievement measurement for the purpose of placement and advancement of trainees in the curriculum. Any application of testing for intelligence (I.Q.) or potential is of doubtful value.
3. It was demonstrated that the aural-oral technique of instruction was most effective in training the population served.

4. It was demonstrated that certain of the proposed materials were not adaptable to the needs of the trainee population.
5. New materials were originated in direct response to trainee need, utilizing the concept of repeated drilling through flash cards and taped dialogue.
6. It was demonstrated through instructor interview that the educational disability of this trainee population is much more severe than previously supposed and that the time period of 15 weeks was sufficient to prepare trainees for entry level employment, but not sufficient to establish a base for continued development of trainees in OJT programs.
7. It was demonstrated that the ability to communicate and relate with the trainee population is the important factor in motivating and developing their abilities. Ethnic identification is a relatively less critical requirement.

Recommendations

Added resources must be expended for curriculum development. The study has recorded the experience and attitudes of instructors who observed that much more needs to be done before adequate materials are available to meet the needs of the trainees. Of special significance is the need for cultural material to assist instructors in developing the communication skills and empathy that appear to be critical in training the mono-lingual American of Mexican descent.

Other frequent requests were for improved course outlines, audio-lingual devices, and techniques directed to the level of the trainees.

A bibliography and lists of suggested materials that may assist in meeting these needs appear in Appendix F. These suggested materials are based on the curricula for various similar programs in operation since 1964, and previous experimental projects. Suggested course outlines are shown in Tables 7 and 8, Pages 54 and 55 respectively.

Recommendations-Course Outline

The Basic Education program should entail sequential educational development at three levels, beginning at 0 level. Entry and exit at each level should be determined by standardized tests, rather than by time requirements. Thus, progression is on an individual rather than a group basis.

It has been established that learning occurs and that retention is greater when the interrelationships among subjects can be discovered and established by the learner, himself. Thus, the core curriculum at an adult level should coordinate subject areas whenever feasible.

At Level I, the language arts class should consist of oral and written exercises which are related to the introductory reading activities.

At Level II, the arithmetic class should be coordinated with both the reading and language arts units. Citizenship instruction should be coordinated with the reading and language arts program.

Level III should concentrate on vocational preparation. Thus, reading selections should include books and pamphlets on occupations, newspapers, want-ads, job descriptions and directions, and map reading. Language arts should include vocabulary development, stressing of job terms, giving and following directions, and oral interviews. Writing activities should be centered upon occupations and employment. Arithmetic should be related to employment, earnings, savings, and taxes.

Primary concern should be to establish a feeling of acceptance and ability to achieve among participants who represent the nation's lowest level of formal education, practical "know-how," and community assimilation.

Participants should be grouped originally in English groups according to levels of ability and/or grade level. No formal testing is suggested when students enroll. Regrouping should be made frequently to show advancement and motivate students to persist in their attempts to learn a very difficult language. Grouping of classes in beginning, elementary and advanced (usually less than 5th grade) levels will facilitate teaching and give opportunity to students for advancement.

A great deal of emphasis should be placed on individual attention to participants. This would enable participants to progress rapidly and move upward from one group to another.

As participants developed skills in reading and writing, they would be assigned practical informational materials according to their interests and needs. For example, groups of men could be studying Driver Education Manual in preparation for taking their driver's license tests.

The audio-lingual method should be used to teach adults to speak English. A tape recorder should be available for each class once a week for recording individual recitations or response in unison, or to present new material to the class.

Table 7. RECOMMENDATIONS - COURSE OUTLINE

BASIC EDUCATIONAL CONTENT

	READING	LANGUAGE ARTS	ARITHMETIC
LEVEL I (grades 1-2)	Vowels, short, regular. Consonants Rules & Generalizations of Spelling. Long vowels. Plural forms. 3rd singular verbs. Irregular vowels. Syllable & structural analysis. Prefixes, Suffixes. Compound words Comprehension	Development of Listen- ing Skills. Handwriting-manuscript & cursive. Spelling. Writing words and sentences. Writing name, address, phone number, age.	Addition of 1-place numbers. Subtraction of 1-place numbers Addition of 4 2-place numbers Subtraction of 2-place numbers. Multiplication of 4. Addition of 3-place numbers. Subtraction of 4-place numbers. (borrowing) Multiplication of 10.
LEVEL II (grades 3-5)	Review of sight words Review of sound-letter correspondence Review of suffixes, prefixes, syllables. 2 word nouns. Sentences. Simple paragraphs Citizenship Consumer Education	Review of cursive writing. Writing simple para- graphs. Writing notes, letters work orders. Application for U.S. Citizenship, comple- tion of forms. Preparation for oral interview by natural- ization examiner.	Division, long and short. Fractions. Decimals, Percentages. Application of arithmetic to Consumer Education including credit and interest. Household Budgets
LEVEL III (grade 6, pre- vocational)	Newspapers Occupations Instructions Directions Job Orders Hygiene Community Orientation Maps	Letters of application for employment. Telephone interviews Preparation for oral interviews. Applications for employment Terminology Health History - oral & written Asking & giving directions On-the-job terminology	Computation of weights & measures. Graphs Charts Income Tax Salary deductions Savings
	DRIVER EDUCATION AND TRAINING Road signs of California Motor Vehicle Code of California Behind-the-wheel instruc- tion: Starting Turns Passing Stopping Freeway Driving		

Table 8. RECOMMENDATIONS - COURSE OUTLINE

BASIC EDUCATIONAL MATERIALS

	READING	LANGUAGE ARTS	ARITHMETIC
LEVEL I	Mott-Series 300 300 A 300 B Word Bank Sound Charts Word Charts Flannel Board Instructo cut-outs	Mott-Series 300 Student Experience Charts *Language Master *Recorded cards *Tape Recorder *Ear Phones *Film strips *Slides & Film Projector *To be used at all levels.	Mott-Basic Numbers & Money Film: "Making Change"
LEVEL II	Mott-Series 600 600 A 600 B My Citizenship Book How to be a Wise Consumer Newspaper Advertisements BAND Consumer Education Pamphlets Laubach-News for You	Mott-Series 600 Application for Citizenship 40 Questions on Citizenship Films: <u>Our Independence and the Constitution.</u> <u>Abraham Lincoln</u> <u>George Washington</u>	Richards: <u>Useful Arithmetic</u> Steck Vaughn: <u>Essentials of Arithmetic</u> Film <u>Decimals & Percentage Series</u>
LEVEL III	Mott-Series 900 Goble: <u>How to Get a Job and Keep It</u> Follett: <u>Occupation Series</u> Haskell Institute Occupation Pamphlets: <u>Tools & Basic Machines</u> <u>Carpentry Handbook</u> <u>Carpentry Dictionary</u> <u>Painter's Goal Book</u> <u>The Repairing Dictionary.</u> <u>Welding as a Career</u> <u>Dry Cleaning Dictionary</u> <u>Please Fill the Tank</u> <u>General Metals Dictionary</u>	Pre-Employment Survey (Prep) Form letters for employment applications Application for Employment Tape: Job Interviews Film: "Finding the Right Job" ""Looking Ahead" "Keep Clean--Stay Well"	Sullivan: <u>Programmed Math for Adults--Book 8-Measurement</u> O.E.O.* <u>Job Corps Your Federal Income Tax</u> Film: "Advancing in Linear Measurements" Filmstrip: "Weights & Measures"

Some Language Teaching Techniques

1. Language is patterns of belief and behavior which we call, or refer to as, culture.
2. Language behavior is not a matter of solving problems, but of performing habits so well learned that they become automatic (without long awkward hesitations).
3. Language is what comes from the mouths of living speakers. Language on paper is a derived and secondary form of language.
4. How learning a second language can be accomplished.
 - A. Teaching structure, sounds, intonation, grammar, all facets of language.
 1. Students hear the phrase several times.
 2. Teacher gives students the translation (Do not overdo it).
 3. Students repeat the phrase in unison while teacher listens.
 - a. Don't be too critical at first, but if you hear too many mistakes -
 - b. Stop students and let them hear the phrase again.
 - c. You might have to break the phrase to words and even syllables.
 - d. Don't spend too much time on one phrase; students will eventually mature into it.
 4. Call on individual students (very fast; don't allow time for hesitation).
 5. After students master or almost master the phrase -
 - a. Let them see the phrase on the board.
 - b. Teacher reads the phrase for them.
 - c. Let students read the phrase.
 - B. Repetition Drill
 1. Audio-oral, teacher or aide leads the drill.
 2. Reading at conversational speed from any of the drill papers.
 - C. Item Substitution
 1. Give a model phrase or sentence.
Example: The man is stretching.
 2. Teacher or aide says, "working."
 3. Students should then say, "The man is working."

D. Adaptation Dialogue

If you ask Juan, "What are you doing?" and he answers, "I'm studying" or "I'm working" without hesitation, then you are beginning to accomplish Goal 1.

5. Learn to conserve energy. If a teacher gets too tired, she becomes ineffective.

Sit students together:

- A. You will see all students' lips working
- B. You will hear all students easier
- C. Students will hear you better
- D. You will not have to strain your voice
- E. Let your aide know what you want him to do

Counseling

Although not all projects were provided with support resources for full time counselors, the counseling function was performed at all projects.

Counseling had found many personal and environmental problems that were time consuming and difficult to resolve. Days had been invested in environmental manipulation to secure community services for the trainees. Traffic citations, probation follow-up, and court appearances taxed limited resources. Improper health habits and inability to secure medical assistance constituted other major problems. Ignorance of the agencies, public or private, that render assistance to the individual was partially remedied through bringing resource personnel to the projects and through group counseling. In this area, there are still many unresolved problems that will continue, placing a follow-up burden on the OJT placement organization and which demanded the participation of all members of the training staff as ancillary to the counselor. The greatest emphasis has been to attain trainee confidence, and to be recognized by the trainee as an "always available" resource for the discussion of individual problems, difficulties and goals.

One administrative report identified the problem as follows:

The coupled program has been conceived to serve the needs of persons from the hard-core of poverty who will require great assistance and attention. This burden of poverty has been expressed to all of us in action in the following examples:

- a) An unemployed Mexican-American father with 13 dependents, only one of whom contributes a small sum to the expenses of the household. This person has to face, in addition to the great economic demands of a large family, an increase in rent because of the stipend he receives here; needs services for small, ill children; inability of the wife to communicate in English, etc. Despite these mounting pressures, and thanks to good counseling, he has stayed in the program, having been absent only a half-day to take care of a Notice of Eviction.
- b) An unemployed diabetic, victim of the pressures of unemployment and discrimination, who, since the nature of his illness makes him a very difficult person to get along with, creates interpersonal situations which he later finds intolerable and thus frequently requires intervention of the counselor in individual or group counseling.
- c) A young woman with several children, who frequently becomes ill.
- d) An older woman who has depended on the assistance of good neighbors for the care of her children, and who suddenly loses her sitter, has to find trained persons to care for her children,

but in spite of all these obstacles will not give up her training.

e) A young fellow with a long record of misunderstandings with the police and authorities, who has to visit his parole officer frequently and who, unable to pay for a lawyer, has to depend on the good graces of an unsympathetic or overworked public defender.

f) A young "blade" of the swinger generation, who in addition to his shortcomings is hounded by his wife, who is also in dire need of psychiatric or psychological counseling.

Administrators frequently commented that having monolingual trainees, all of whom show the highest motivation, means also having severe problems compounded by the family requirements of the trainee's dependents and the problems of great distances and dispersion of the community.

Where funding was not provided for a full or part-time counselor, the duties were performed by the instructor, administrator or the teaching assistant as a supplement to the instruction process.

However, some projects had community counseling resources available and were successful in developing their support.

On the whole, the time factor, that is, the much mentioned "short time" for the program, was identified as creating a situation in which counseling should be given relatively low priority. Administrators gave several reasons for their decisions.

1. The trainees had all of the very complex problems associated with the disadvantaged. To be effective, counseling must be continuous and thorough, which was not possible in a program of short duration with an initial communication barrier.
2. Most counselors were part-time and the severity of the individual case problems consumed a great amount of time.

The following excerpt of a counseling status report gives a fair indication of the standard counseling activity at all the projects.

We are going back to our original purpose to interview each trainee individually, and to offer him the opportunity to become better acquainted with the community resources available to him.

In addition, a closer liaison has been developed with the OJT organization. The terminal interview process has been thoroughly reviewed and revamped to avoid the possibility of false hopes.

However, the counselor keeps finding a multitude of social problems that cannot be easily solved, above all, the problem of gradually helping the trainee to re-orient himself toward the general culture. The project has lost two persons to illness, and we expect to lose more for the same reason. These losses are unavoidable, since one has a long term eye disability, another has suffered a severe fall that will impede his returning to the project for several weeks, and the third one suffers from a cardiac condition which will not allow him to attend the classes.

In this respect, it is deemed absolutely necessary that for the next round, the trainees be medically screened and that the obstacles to training be recognized with respect to individuals, with the possibility of finding training opportunities for the disabled persons in sheltered workshop organizations. Major disabilities severely impede the development of the trainees in programs of this nature, where the intensity and fast pace require almost complete health. This same rationale should be considered when interviewing trainees who have dependents with severe handicaps that require the trainee's presence at home during the training hours. It is also expected that out of our efforts, the trainee will develop the desire to continue his education at his nearest adult night school during his OJT period and that he also follows the advice to enter citizenship preparation after he leaves us.

A great deal of anxiety has been noted in some of the trainees at this time. Through personal talks, through referrals to the counselors and through general meetings, we have tried to resolve their anxieties. It is deemed necessary that the OJT organization allows some of their best assistants and Job Developers to come and talk to our students to reassure them that they will lose no time at the completion of their

training period.

To help the trainee improve his appearance and hygienic habits, and through our secretary, we obtained a load of discontinued cosmetic products that will be furnished free to our trainees, especially prior to an interview for placement.

To assist the trainee in the task of participating in his own training, we have fostered the formation of a Student Government organization to which several of the most advanced students were elected in the general assembly, after several weeks of preparatory work. Our counselor has already met with the student advisory group and received formally some of their concerns. The counselor will act as advisor to the group. The group has so far concerned itself mainly with the formulation of the statutes, and the matter of discipline, rules, and welfare. The student government will act as advisor to the coordinator and the faculty of the training institution. The Advisory Committee has met to support the continuation and expansion of the project for better community service. Out of the meeting, several recommendations were adopted which will be circulated and incorporated as part of a general effort to expand and continue our operations.

Counseling Procedure

1. The counselor assisted in the initial interview process at the OJT development facilities, previous to trainee selection, explaining the program in detail to each applicant.
2. A set of standard questions and information was developed so that a high degree of consistency could be attained.
3. When the trainee was certified, accepted, and registered in the project, the counselor secured the services of the OJT organization training specialists who cleared any doubts in the trainee's mind and added any necessary information not formerly given him.

4. During the first week, the trainee underwent an intensive orientation and information period about the general rules and regulations of the program, the facilities available to him, and the progress expected.
5. Individual conferences with each trainee were then planned to continue resolving residual situations and to find out about new problems that could be resolved without disrupting the training program. Data were continuously gathered to complete the trainee's personal file.
6. A program of group counseling was established. Through it, the trainees discussed their problems, aspirations and progress with the counselor three times a week. Two more meetings per week included a general health education session and a community resources session.
7. An intensive effort has begun to better coordinate and communicate with the OJT development organization and its job developers. Constant improvement in this area is being sought to anticipate the solution of possible problems and to prevent lack of communication. It is expected that through this effort, the characteristics, possibilities and accomplishments of each trainee will be known well in advance, thus easing the task of job developers in placing the trainee in meaningful employment.
8. After a week of intensive orientation, it often develops that the programs require a minimum use of Spanish and a maximum exposure to the English language, even in the break periods. Thus, the trainee is counseled to communicate in English. Since all trainees experience similar difficulty of expression in varying degrees, this total attempt tends to reinforce confidence. Signs, "Please Speak English", are placed in many locations and all questions are answered in English even when the instructor is addressed by the trainee in Spanish. However, the method allows flexibility, especially when a problem occurs in the Computational or Vocational area; in that situation, the direct method is employed, i.e., reverting to Spanish momentarily, and returning to English as soon as the obstacle has been cleared.

Samples of the forms used by the counselors appear in Appendix G. A typical counseling caseload is shown in Table 9, on the following page.

Table 9: An Example of a Counseling Caseload by Activity
(Time span is duration of the Los Angeles project)

	<u>No. of Cases</u>
	(N = 167)
Service Center, Medical Need	56
Department of Employment	22
Employment Placement	1
Home Visits	21
Probation Matters	21
Court Room Appearances	13
Referrals to Social Agencies	39
Community Resources Contacts	25
Legal Aid	10
Clinical Appointments	16
Total Referrals	<u>224</u>

Study Findings - Counseling

Demonstrated Achievements and Study Recommendations

I. Demonstrated Achievement

Program Objectives

1. Counseling was rendered by all members of the institutional staff. The administrative staff directed their attention to community problems of the trainees and the instructional staff applied their effort to education-related problems of the trainees.
2. The counseling effort was directed toward maintaining the attendance of the trainees as well as resolving problems that interfered with the trainees' classroom concentration and motivation.

New Knowledge and Adapted Techniques

1. Since trainees were selected from the most severely disadvantaged population, the need for counseling was anticipated. However, the project identified the multiplicity and severity of these problems.
2. It was demonstrated that counseling was practically indispensable to maintaining motivation and attendance of the trainees.
3. The project experience revealed that counseling was needed to solve non-curriculum educational requirements, such as grooming and hygiene, as well as community participation.

Recommendations

In view of the numerous personal problems of the trainees, as evidenced by the trainee depth interviews (Table 5, Page 31) and instructor and administrative observations (Table 5B, Page 33 and Table 6, Page 34) the need for increased counseling is indicated as critical.

The Coupling and Placement Process

A very critical portion of the entire project was the availability of OJT placements for the trainee once the basic education process was completed.

A review of records of 151 trainees who had completed the basic education process revealed that only 8 had been able to obtain employment without OJT placement contractor assistance and all of these had returned to agricultural field work. Additionally, 8 trainees were not able to pass employment physicals and were referred to public agencies for assistance; 53 trainees had been placed by the OJT development organizations; and 73 were awaiting placement.

A review of the placement of 43 of the trainees, including the 8 field workers, established that 35 had obtained job advancement to both a new occupation and an increased hourly rate of pay (See Table 12, Page 70)

In practice, the activities of the OJT placement organization are very like a specialized employment agency. (See list of placements unrelated to those of the study, made by one community organization, Appendix G). The placement organization recruits individuals, renders rehabilitative services, profiles and advertises its product - the disadvantaged, monolingual Mexican-American. Typical employment counseling record forms are shown in Appendix H.

The results achieved with the study sample illustrate that the placement function is an effective tool in meeting the ultimate objective of the project-employment - basically, because the placement contractors possess the interpretive skills necessary to establish communications between the disadvantaged and the employer. By referring and selecting trainees for the basic education process, the placement organization enables the trainee to remove some of the undesirable characteristics that placement organization experience has established as employment rejection factors. It is perhaps true that the employer could perform the referral activity himself, but it is well known that few employers have either the desire or capacity to recruit and motivate employees from the disadvantaged population, especially when an initial communications barrier is present.

The selection of trainees by the placement organizations and the State Department of Employment is a very positive means of establishing a constructive and friendly relationship between the OJT placement organization and the Employment Department, which subsequently results in a rapid placement of the trainee. The Employment Office has knowledge of the characteristics of the individual and is also familiar with the basic education process, thereby enabling the Department

to do a better employer selling job in conjunction with the OJT placement organization.

However, when trainees with large families receiving welfare assistance are selected for the program, the trainees complete the program, but typically are unable to earn an entry level wage which would enable them to support their families. The difference between the training stipend and the assistance payment was made up during the educational phase of the program, but not during the OJT phase. The difference in pay between salary and assistance should be maintained during both phases of the coupled training program. To withdraw assistance at half-way point of a training program makes it difficult for the individual to continue. If welfare assistance were made available through the OJT phase, this would ordinarily allow the individual to earn a comparable salary at the termination of the program.

Study Findings - The Selection and Placement Process

Demonstrated Achievements and Study Recommendations

I. Demonstrated Achievements

Program Objectives

1. OJT placement organizations and employers substantiated that the trainees were prepared for OJT entry level requirements (see OJT and Employer questionnaires, Table 10, Page 67. and Table 11, Page 68).
2. The coupled Basic Education/On-Job-Training activity resulted in job advancement for trainees (see Sampling of Job Advancement of Trainees, Table 12, Page 70).

New Knowledge and Adapted Techniques

1. The technique with the most dramatic and beneficial impact was that of the role of the placement organization as advocate for the employment-seeking disadvantaged trainee.

Although the trainees had entry level job communication skill, the consensus of OJT contractors and basic education instructors was that few of the trainees possessed employment negotiation skill or the sophistication to discriminate between job opportunities.

TABLE 10. RESPONSE TO OJT QUESTIONNAIRE

OJT Development	No. of Basic
Organization <u>Sample, 3 organizations</u>	Ed. Trainees <u>135</u>
BE Organization <u>-----</u>	

SAMPLE TOTALS

1. How many trainees were able to meet basic OJT entry level requirements?
- All -
128
2. How many trainees had job related language skill in the English language?
- All -
128
3. How many trainees were rejected by employers because trainees lacked:
- a. Basic English Language Communication* # 15 None
- b. Basic Math Skills # None x
- c. Job Communication Skills # None x
- d. Elementary Vocational Knowledge # None x
4. How many trainees were not placed because of unresolved personal problems?
- All
10

Comments:

1. Need job follow-up to insure against relapse to unemployment - two (2) replies.
2. Need more time in basic education - three (3) replies.

*Lacked adequate language skills in relation to the specific work assignment.

TABLE 11. EMPLOYER ATTITUDES

Employers (6)	<u>Totals</u>	
1. <u>Number of Employees</u>	13,850	
2. <u>Spanish-Surnamed Employees</u>	3,073 (incl. 117 BE-OJB)	
<u>Occupational Classification of Spanish-Surnamed Employees:</u>	<u>Basic Education Trainees</u>	<u>Hourly Wage</u>
Lead Inspector	4	2.60 - 3.24
Foreman	-	Salary
Journeyman	-	Union Scale
Journeyman Assistant	-	3.09
Helper	10	2.34 - 3.65
Machine Operator	3	1.65 - 2.60
Maintenance	2	2.00
Waitress	-	1.65
Bus Boy	-	1.65
Mechanic	2	1.85 - 2.85
Cooks and Helpers	2	2.00
Bartenders	-	22.00/daily
Power Tool Operator	10	2.27
Assembler	3	2.51
Shipping Clerk	1	2.41
Logic Wiring	80	1.86
2. <u>Supervisory Interview</u>		
a. Supervisors speak Spanish:		
Yes	5	
No	1	
b. Is there a difference in Basic Education vs regular Spanish- surnamed employee?		
Yes	3	
No	1	
c. What differences:	Positive Attitude	
d. Attitude of Trainee:		
Good	5	
Average	1	
Poor	0	

Table 11 (continued)

	<u>Total</u>
e. Response to Direction:	
Good	4
Average	2
Poor	1
f. Discuss Work Responsibilities:	
Yes	4
No	1
g. Understand Basic Math or Arithmetic:	
Math	0
Arithmetic	2
Neither	3
h. Rate BE vs Average Spanish-Speaking Employee:	
Better	4
Same	1
Poor	0
i. Would you hire MA Monolingual without BE:	
Yes	1
No	5

TABLE 12.
SAMPLING OF JOB ADVANCEMENT OF TRAINEES

N=43	Occupation	Hourly Rate Of Pay	Advanced To New Occupation	Hourly Rate Of Pay	No Advancement (8)
9	Agriculture Worker	1.40/1.65	Carpenter's Helper	2.34	
4	Agriculture Worker	1.40/1.65	Agriculture Worker	1.40/1.65	4
4	Agriculture Worker	1.40/1.65	Agriculture Worker	1.40/1.65	4
2	Agriculture Worker	1.40/1.65	Sewing Machine Operator Assembly- line	1.70/1.90	
4	Agriculture Worker	1.40/1.65	Paper Prod. Insp. Assemblyline	1.65	
1	Agriculture Worker	1.40/1.65	Machine Operator	2.60	
1	Agriculture Worker	1.40/1.65	Steel Worker	2.87	
1	Agriculture Worker	1.40/1.65	Janitorial Worker	2.50	
1	Agriculture Worker	1.40/1.65	Gardner	2.25	
5	Agriculture Worker	1.40/1.65	Power Tool Operator	2.27	
1	Agriculture Worker	1.40/1.65	Plannish Hammer Operator	1.97	
5	Agriculture Worker	1.40/1.65	Power Tool Operator	2.27	
3	Agriculture Worker	1.40/1.65	Beginner Assembly Structure	2.51	
1	Agriculture Worker	1.40/1.65	Assem. Gen. Helper	2.34	
1	Agriculture Worker	1.40/1.65	Shipping & Receiving Clerk	2.41	

Recommendations

That evaluation continue to focus on the quality of placement to determine whether the entry level objective is an effective method of obtaining permanent employment for the trainees, or whether the entry level placement is a temporary phase with subsequent return of the trainee to the unemployment population.

SUMMARY, ACHIEVEMENTS AND RECOMMENDATIONS

Program Objectives

Given that the trainees served by the projects represented the most severely disadvantaged of the poverty populations, the accomplishments of the education and placement contractors were remarkable and the formal requirements and objectives of the project were achieved as follows:

- A. The group proposed to be served was, indeed, served. This was evidenced by the record surveys and trainee characteristics obtained through the interviews.

The target was the adult, unemployed, monolingual, Mexican-American - that is exactly who was served.

This trainee population is obviously most in need of educational therapy to achieve employability. Resources directed to alleviate the disabilities of this group are justified.
- B. The trainees were prepared for entry level OJT requirements. This is substantiated by the observations of both OJT placement counselors and Employer representatives (see OJT Questionnaire, Page 67, and Employer Attitudes, Page 68).
- C. New knowledge was acquired through the project and techniques adapted to the needs of the trainees are reported.
- D. The required records of attendance were kept and reports were made to the proper authorities.
- E. The requirement that separate public and private organizations coordinate efforts to assist the disadvantaged was complied with in the project.

New Knowledge and Adapted Techniques

The ethnic characteristics quoted as requirements for administrative and instructional staff were of questionable value. Trainees interviewed in depth indicated that they acquired a positive feeling from the fact that they were able to communicate freely with the program implementors, indicating that communication skill may be the critical factor in serving the monolingual.

It must be acknowledged, however, that Spanish-surnamed administrators and instructors did serve as obvious success symbols to the trainees and added credibility to the project goal of motivating the trainee.

Course implementation and materials presented a problem that is not unique to the project. Competent authorities have stated that the development of materials and curriculum for the adult, monolingual, functional illiterate is just beginning. This project had, as its main objective, increased employability of trainees; this required an emphasis on many different problems in a fixed time span. Although trainees had severe language disabilities, the course outline was not designed for language development alone; there were five other considerations.

Only two of the eight instructors interviewed felt that the time period (15 weeks) was sufficient. These two respondents qualified their observations by saying, "15 weeks is enough after we have done it several times."

The basic communication and computation skill needs of the trainees consumed a major portion of the training time and put extreme pressure on developing the other content. Job communication and pre-vocational content received a lesser emphasis.

There was little agreement by instructors regarding what specific materials were most appropriate for the needs of the trainees. The general consensus was that audio-visual materials and aural-oral comprehension devices were most valuable. These materials were extensively utilized by all projects, supplemented by original speed drills, flash cards, tapes and other visual aids.

Testing was confined for three of the five basic education components, to that elementary measurement needed to locate class progress. One project did involve itself in a sophisticated and efficient testing of communication skill; that detailed report showed some success and achievement on the part of the measured trainees. Those results are reported elsewhere in this study. (See Evaluation of Sweetwater High School District programs, pp. 42-45.)

The consensus of the instructors was that the problems of testing trainees need enormous investigation and considerable development before any meaningful results can be obtained.

The trainees exhibited an extreme hostility toward formal testing.

Counseling the trainees was done as a shared responsibility between the education component and the OJT development organization and was a critical factor in the trainees' program.

The "coupling" or phasing of the trainee from the education component into the placement stage is relatively free of problems. The working agreements between the components were simple and clear: As soon as the trainee completed 15 weeks of training, he became the responsibility of the placement organization. All trainee services, including continued counseling, became the responsibility of the OJT placement organization. There were cases where trainees obtained employment independently during

the training period, but there were no reported cases of interrupted training to fill employment opportunities. The technique of OJT organization screening of trainees before assignment, the education component, and the integrated counseling in that technique, did a great deal to alleviate the fears of the trainee that he was being by-passed in the job placement action.

The public relations skill of the OJT organizations in securing OJT positions for the trainees was quite evident (See sample materials, Appendix I). In some areas, such as Los Angeles, good relations with the employer community developed many opportunities for the trainees. Some of this opportunity can be related to the increased interest of the business community in the problems of the disadvantaged.

A sampling of 43 trainee placements showed an increased wage in 35 of 43 placements; in all cases, a new occupation was established (Table 12, Page 70).

However, relating the occupational placements to the basic education experience is difficult. In order to gauge the contribution of the basic education process to increased employability, 14 employers who had received BE trainees were contacted. Only six were willing to make an observation at this time (Table 11, Page 68). Eight requested that they be contacted again six months from date, at which time they would gladly comment. All expressed a deep interest in the effectiveness of the BE/OJT techniques as a basis for further planning by their firms.

The employer attitudes were significant in that all employers had Spanish-speaking and Spanish surnamed supervisory personnel that provided candid observations on the BE trainees.

The unanimous opinion was that the BE trainee showed "Positive Attitudes" defined as; attentive, punctual, questioned unclear directions, and discussed work responsibilities. The employers stated they were quite pleased with the BE trainees, and additionally, five of the six employers replied that they might not have considered the trainee for positions had they not been aware of the content of the Basic Education - OJT program.

The scope and need of the project was dramatized by the unique report, "Employability of a Monolingual" (Page 11). Further verification of the scope and severity of the problem was provided by supporting documentation, such as the Federal Office of Education Field Report, and the remarks and replies of the administrators, instructors and trainees interviewed by the study personnel. Also, all projects served areas certified by the Manpower Administration of the U.S. Department of Labor as "Areas of Substantial Unemployment."

Recommendations

In the administration of resources to assist the selected group, the following observations are substantiated.

Refinement of the technical and administrative practices evidenced by the basic education component should be effected. Specifically, the relationship between administrators and instructors should be more clearly defined via in-service training for both functions. Many instructors criticized administrators for demanding instant or dramatic evidence of improvement and progress in the trainees without fully accepting the explanation of the severity of this educational challenge.

Both administrators and instructors should define and agree on the role of the aide. Instructors related incidents in which friction developed in the classroom due to aides' assuming that their responsibility and authority was on a direct line from the administration. The aide in these incidents would attempt to "share" classroom direction with the instructor instead of supporting and supplementing the instructor's effort.

During the entire study activity, the one recurrent observation among the administration, instructors, and the trainees, was the feeling that not enough time was allotted for the basic education process. Given the severe educational disabilities of the trainee population, this was a valid concern. Serious consideration should be given to increasing the basic education period for this type of trainee.

In conjunction with consideration of the time span of training, there occurs the problem of continuity of training development. Although trainees were prepared for the entry level of OJT requirements, the project consensus was that no firm base was established for future educational development of the trainee. The 15 week training period was considered to be enough training to qualify the trainee for entry level employment and nothing more. If employers do not continue the educational process started by the project, there is the strong possibility that regression may develop and trainees may return to the ranks of the unemployed.

Even though the Department of Employment and the OJT placement organization were careful to screen out those applicants with severe psychological and physical handicaps, it must be pointed out that few of the trainees are historically familiar with the complexities of the industrial work world and that under continuous exposure, the 15-week employability training may not sustain these trainees.

Another consideration is the existing method of processing the trainee, from initial application to the time of placement. The present flow of activity is indicated in Figure 5 which shows the various referral and service points that the trainee must go through to reach employment and receive services.

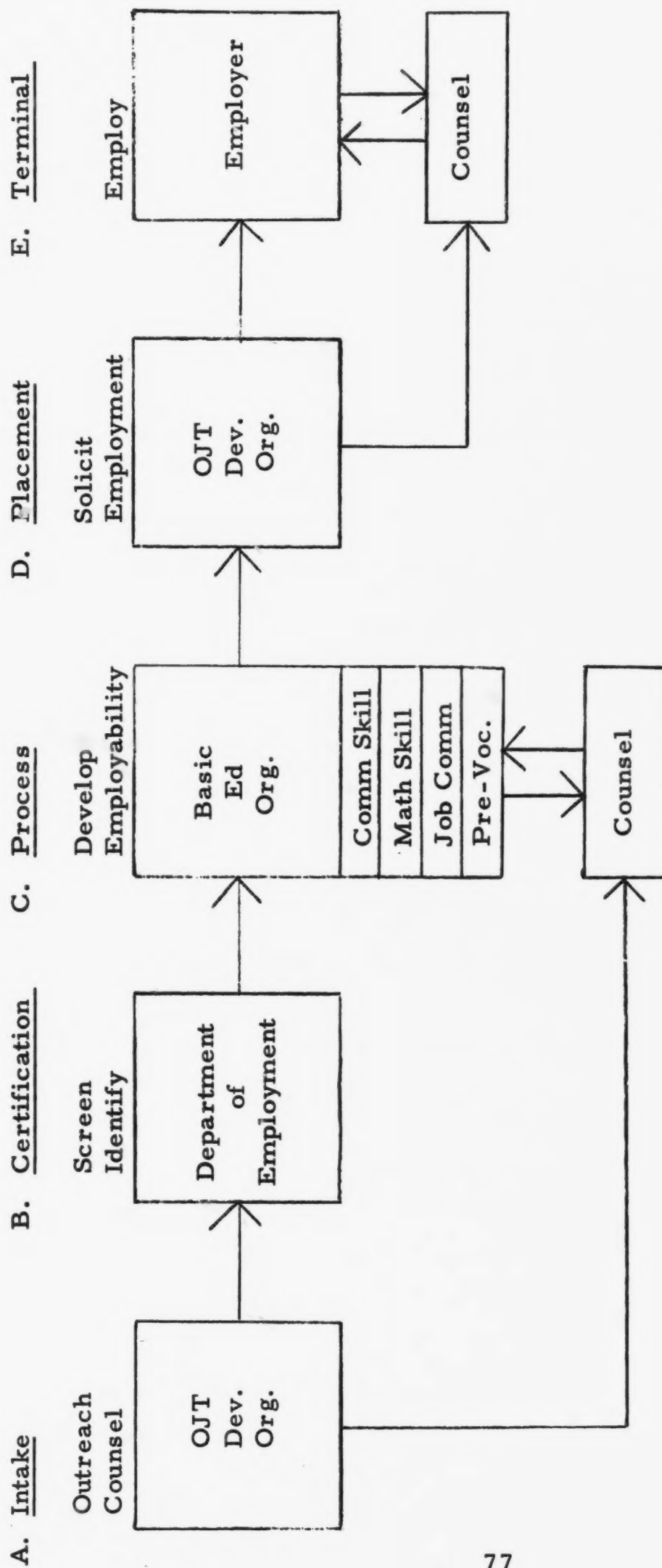


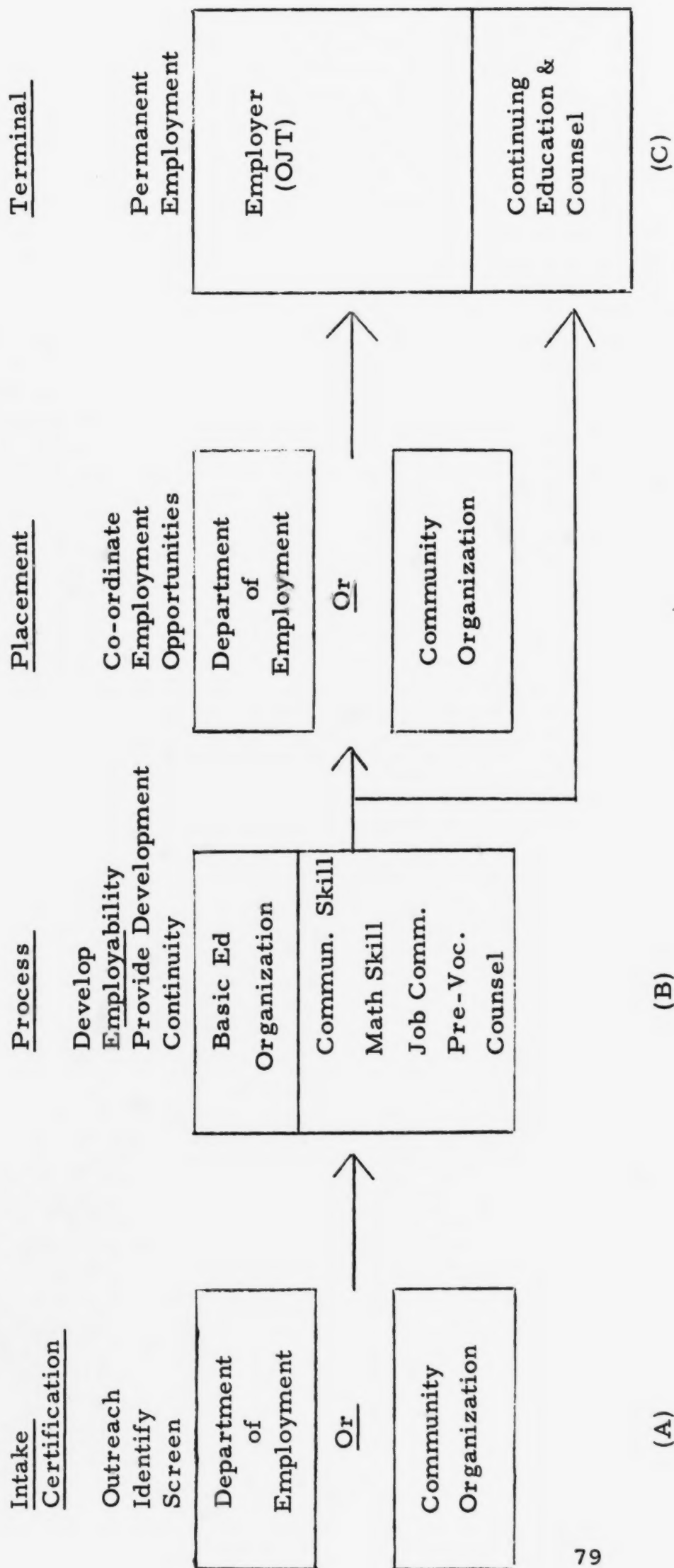
FIGURE 5. THE BASIC EDUCATION/ ON JOB TRAINING FLOW OF ACTIVITY

In Figure 6, both Intake and Certification processes are combined in one organization, thereby reducing the number of referral points the trainee must pass through before meeting the employer.

In Figure 7, the referral points are further reduced by establishing all the processing functions in one organization, thereby establishing a basis for close employer-service unit cooperation, which could be expanded to include continued basic education service to employed trainees. This is a process flow similar to the present operations of the private training system.

In examining the total contracted requirements and objectives, the projects performed their duties and met their responsibilities.

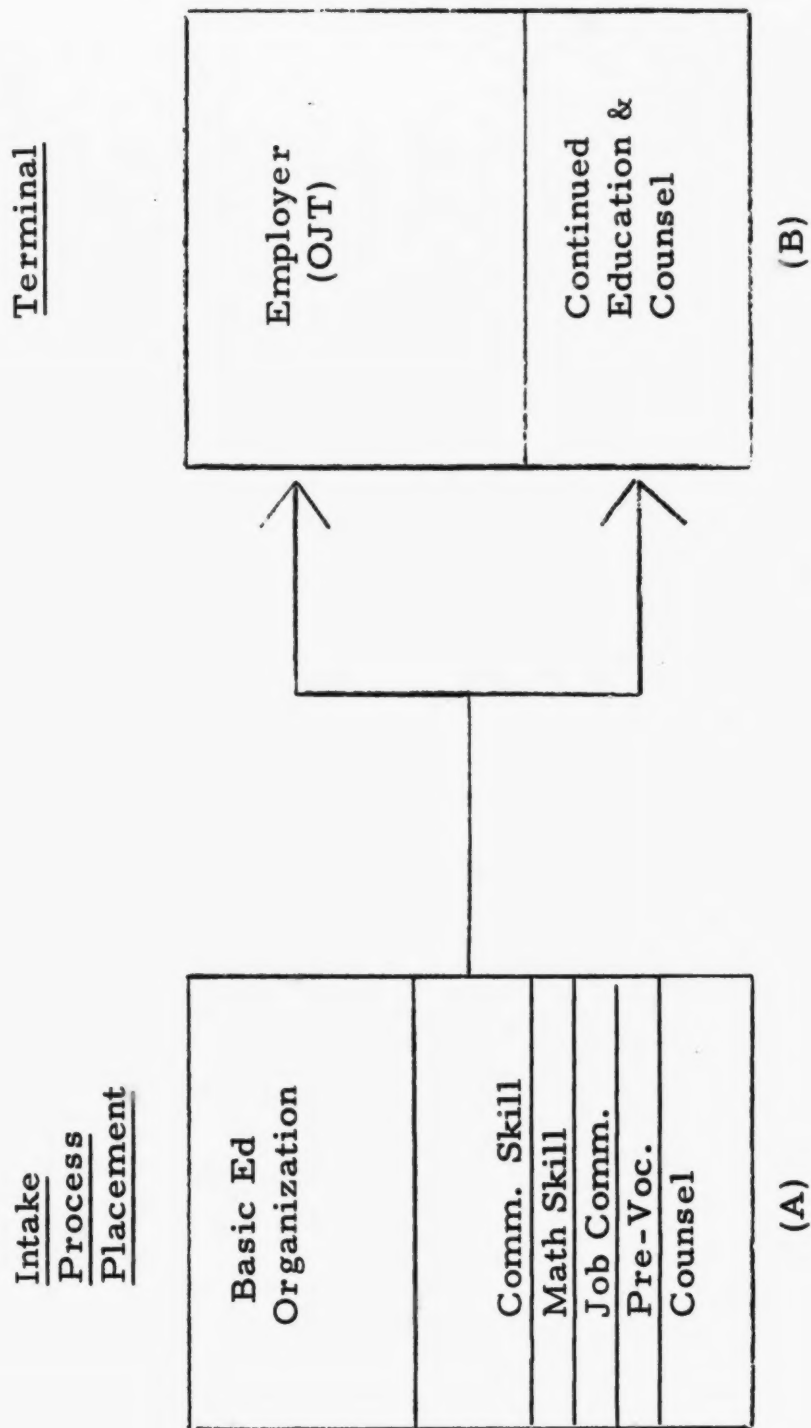
The project was a new, experimental and demonstration approach, attacking a very severe socio-economic problem. With few proven techniques or resources to build on, the projects showed the strain and pressure of innovations, but viewed from the perspective of total accomplishment, the projects were effective and should be continued and expanded.



In this proposed flow, there are three (3) instead of four (4) functions processing the trainee:

(A) The applicant intake and analysis function; (B) The preparation for employment by remedial education and counseling functions (with return to the Intake function for placement); and (C) The On-Job-Training function of the employer, which is intended to terminate the unemployment propensity of the trainee.

FIGURE 6. POSSIBLE MODELS FOR BE/OJT FLOW - I



In this proposed flow, there are two (2) instead of three (3) or four (4) functions processing the trainee: (A) The complete preparation function is performed by the institutional, basic education organization.

FIGURE 7. POSSIBLE MODELS FOR BE/OJT FLOW - II

THE SCOPE OF TECHNICAL ASSISTANCE

Curriculum Development

The priority for Technical Assistance was established by consensus of both the Institutional basic education contractors and the Community Organization OJT contract developers. Both were contacted by the technical assistance staff at the start of the program. The consensus request was for technical materials adequate to meet the needs of the trainees; not only materials that would develop trainee employability skills, but additionally, materials that would reinforce the teaching techniques of the instructional staffs, some of whom would for the first time, be teaching adult trainees monolingual in Spanish.

Consequently, the materials listed on page 84 were researched and obtained by the technical assistance staff and supplied to the institutional contractors. This was a continuous function during the entire conduct of the project although 75 percent of the materials were supplied to the institutions in the first few weeks of their instructional process.

It is quite obvious that in an experimental and demonstrational project, technical assistance should neither suppress the natural development of experience nor discourage experimentation. In this context, technical assistance was not impressed on the projects. Frequent communications to the projects contained observations and offered assistance.

Some of the materials listed on pages 84 to 94 were initiated by the institutions at various locations and the effort of the technical assistance staff was redirected to supplement the material in use with non-duplicating materials.

Instructional Techniques

No effort was made to direct the instructional staff except when requested. However, when observations of the projects indicated that a heavy pattern of aural-oral instruction was emerging, technical assistance in the form of increased provision of audio-visual materials was offered to the institutional contractors.

The list on page 93 indicates some of the films and film strips recommended to the projects. There is also a summary list of recommended materials in Appendix D of this report; of special interest will be the cultural background materials included in that listing.

Another form of assistance in the instructional area was observation regarding the maintenance of class records and control reports by the instructors, including the recommendation that in-service training sessions be conducted for the entire project staff. However,

the exacting time schedule within which to complete the trainee instruction did not allow for that type of experience.

Individual Measurement

Testing the trainees was an enormous problem. It was a program objective that trainees would be selected into (not out of) the program. Selection was based on poverty characteristics that generally reflected the absence of educational attainment. It was not required that the trainees should exhibit the capacity to benefit from education, but rather that they be in need of some form of training to develop employability skills.

The search for a bias-free testing technique to serve monolingual in Spanish, rural-oriented, 27-to-45-year-old Heads of Household with Mexican 4th grade level education, generally functionally illiterate, was not successful. That effort continued until the termination of the projects.

However, the experience of the Sweetwater Union High School District "Servo Project" was especially impressive and was recommended to other projects as an effective measurement technique. That technique is discussed on pages 42-49 of the report and in Appendix J.

Counseling

Assistance in developing trainee counseling service and techniques was confined to consultation regarding what curriculum content could be adopted to orient the trainees to the industrial employment situation. This was a significant activity since large numbers of the trainees had rural, farm work employment histories.

Project Administration

After curriculum assistance, the next greatest input of technical assistance was in the area of administrative management.

This assistance took the form of systems design for trainee record control, instructional course planning and the preparation of statistical formats for ongoing evaluation.

Project Study

The third major category of technical assistance was the preparation of data retrieval systems and the subsequent collection and coordination of information regarding the projects and their progress toward their objectives.

Because of the wide geographical distribution of the projects, this activity required considerable travel and coordination of information.

In nearly all cases, the trainees were reluctant to respond to inquiries, even though the survey staff was Spanish-surnamed and fluent in Spanish. Several trainees replied that there was general suspicion of "anyone" who asked "how things were going."

Additionally, it should be noted that many of the trainees were not citizens of the United States at the time of training and were concerned about the possibility that they were being investigated by "La Inmigracion."

Other study information sources also were widely dispersed and required continuous pursuit by the staff. However, the employers accepting trainees were especially cooperative, although not as productive as desired by the staff. The employer consensus was that they would prefer to reserve comment until such time as they had developed "adequate" experience with the trainees. All employers contacted expressed a desire to have "some sort of report on how successful the activity is judged to be, six months from now." Upon further inquiry, this reply was interpreted to mean that the employers felt that follow-up of the trainees would tell the real story of the "effectiveness" of the project.

SAN HIDALGO INSTITUTE - SALINAS

Books and Instructional Material Supplied

1	Language and Language Learning (Brooks)
2	Oral English Tests from Sweetwater Adult H.S.
1	Language Teaching (Lado)
1	UC - Film Catalog
1	Your First Job (Mind, Inc.)
1 set	Instructional Drawings (set # 1)
1 set	Instructional Drawings (set #2)
3	Abrasives & Grinding Wheels (Norton Co.)
3	Primer on Grinding Wheel Safety (Norton Co.)
2	ABC's of Hand Tools (General Motors)
2	General Motors Film Catalogs, 1968
1	Adult Basic Education - ESL (LaPuente Adult H.S.)
1 set	Proposed Class Schedule for Pre-Vocational Section of M-A Monolingual Program (re-typed from W.C.V.C.)
1 set	EOC Instructional Material (22 books & brochures)*
1 set	Instructional Drawings (set #3)
1 set	Functional English Vocabulary (2 vols.) AIET
45 sets	UCLA Linguistics ESL Lessons + 2 Syllabus sets
3	Aids to Educators (General Motors)
1	Industrial Arts Public Bulletin (Dept. of Education) and Assembly Bill No. 95
1 set	Weekly Class Schedule Charts (2) (Heald Colleges)
1 set	Weekly Course Outlines (1) Math; (2) Communications (WCVC)
3	Untapped Manpower (Katz, Am. Inst. Eng. & Techn.)
3	Teaching Job Skills (Clifford Dobson-State Dept. of Education)
1	Hooked on Books (Fader)
4	Curriculum Guide to Adult Basic Education

*See listing, page 85.

EOC* INSTRUCTIONAL MATERIAL (PREP CURRICULUM MATERIALS)

Mott Series

Word Bank
Basic Numbers and Money
300 A.

Dialogues

Book 1 - Teacher's Manual (Dialogs. 1-4)
Book 2 - Teacher's Manual (Dialogs. 5-8)
Book 3 - Teacher's Manual (Dialogs. 9-12)
Book 4 - Teacher's Manual (Dialogs. 13-16)
Dialogues 17 - 20

Readers

"Lopez Family"
"Read to Learn"
Teacher's Manual
"You and Your Money"
Teacher's Manual

Practical Education Series

"How to Get a Job and Keep It"
Teacher's Manual
"Good Health for You and Your Baby"
"Driver Education Manual I" (English)
"Driver Education Manual I" (Spanish)
"How to be a Citizen of the United States"
"My Citizenship Book"
"Our American Way of Life"
"How to be a Wise Consumer"

*Source: Economic Opportunity Commission of
Santa Clara County, Inc., operating
the PREP program.

HEALD COLLEGES - FOUR C'S COLLEGES, FRESNO

Books and Instructional Materials Supplied

75	Your First Job (Mind, Inc.)
1	UC Film Catalog
1 set	Industrial Arts Curriculum Manuals (7 books)
1	Language and Language Learning (Brooks)
1	Language Teaching (Lado)
1	Servo Test
1 set	East Bay Skill Center Tests
5 sets	Instructional Drawings (#1) 3 to Fresno, 2 to B.F.
5 sets	Instructional Drawings (#2) 3 to Fresno, 2 to B.F.
3	Abrasives & Grinding Wheels (Norton Co.)
3	Primer on Grinding Wheel Safety (Norton Co.)
2	ABC's of Hand Tools (General Motors)
2	General Motors Film Catalog, 1968
1	Adult Basic Education - ESL (LaPuente Adult H.S.)
1 set	Proposed Class Schedule for Pre-Vocational Section of M-A Monolingual Program (re-typed from W.C. V. C.)
2 sets	EOC Instructional Materials (22 books & brochures) *
5 sets	Instructional Drawings (#3) 3 to Fresno, 2 to B.F.
1 set	Functional English Vocabulary (2 vols) AIET
3 sets	Aids to Educators (General Motors)
75 sets	UCLA Linguistics ELS Lessons + 3 Syllabus sets
1	Industrial Arts Public Bulletin (Dept. of Education) and Assembly Bill No. 95
1 set	Weekly Course Outlines (1) Math; (2) Communications (WCVC)
7	Untapped Manpower (Katz Am. Instit. Eng. & Techn.)
5	Teaching Job Skills (Clifford Dobson-State Dept. of Education)
1	Hooked on Books (Fader)
5	Curriculum Guide to Adult Basic Education

*See listing, Page 85.

DIOCESE OF SANTA ROSA

Books and Instructional Materials Supplied

50	Your First Job, (Mind, Inc.)
3	- Language Teaching (Lado)
1 set	Industrial Arts Curriculum Manuals (7 books)
1	Adult Basic Education - ESL (La Puente Adult H.S.)
3	Language and Language Learning (Brooks)
1	Handbook for Teachers of English Americanization Literature
1	USOE English as Second Language Syllabus
2	Oral English Test from Sweetwater Adult H.S.
3 sets	EOC Instructional Materials (22 books & brochures) *
3 sets	Instructional Drawings (set #1)
3 sets	Instructional Drawings (set #2)
3	Abrasives & Grinding Wheels (Norton Co.)
3	Primer on Grinding Wheel Safety (Norton Co.)
2	ABC's of Hand Tools (General Motors)
2	General Motors Film Catalog, 1968
1 set	Proposed Class Schedule for Pre-Vocational Section of M-A monolingual Programs (re-typed from W.C.V.C.)
3 sets	Instructional Drawings (set#3)
1 set	Functional English Vocabulary (2 vols.) AIET
45 sets	UCLA Linguistics ESL Lessons + 3 Syllabus sets
3	Aids to Educators (General Motors)
1	Industrial Arts Public Bulletin (Dept. of Education) and Assembly Bill No. 95
1 set	Weekly Class Schedules Charts (2) (Heald Colleges)
1 set	Weekly Course Outlines (1) Math; (2) Communications (WCVC)
1 set	(7 Tapes) Recorded Instruction ESL (EOC-Goble)
3	Untapped Manpower (Katz, Am. Instit. Eng. & Techn.)
3	Teaching Job Skills (Clifford Dobson-State Dept. of Education)
1	Hooked on Books (Fador)
3	Curriculum Guide to Adult Basic Education
1	Program Instruction in Linguistics (Buchanan)

*See listing, page 85

CONTRA COSTA COLLEGE

Books and Instructional Materials Supplied

1	Language Teaching (Lado)
6	Your First Job (Mind, Inc.)
2	Handbook for Teachers of English Americanization Literature
1 set	Industrial Arts, Curriculum Manuals (7 books)
1	Guide for Planning & Equipping Industrial Arts Shops
1	Servo Test
1 set	East Bay Skill Center Tests
1	UC Film Catalog
1	Bibliography Relative to Teaching & learning ESL
1 set	Instructional Drawings (set #1)
1 set	Instructional Drawings (set #2)
3	Abrasives & Grinding Wheels (Norton Co.)
3	Primer on Grinding Wheel Safety (Norton Co.)
2	ABC's of Hand Tools (General Motors)
2	General Motors Film Catalog, 1968
1	Adult Basic Education - ESL (La Puente Adult H.S.)
1 set	Proposed Class Schedule for Pre-Vocational Section of M-A Monolingual Programs (re-typed from W.C.V.C.)
1 set	EOC Instructional Materials (22 books & brochures)*
1 set	Instructional Drawings (set #3)
1 set	Functional English Vocabulary (2 vols.) AIET
45 sets	UCLA Linguistics ESL Lessons + 1 Syllabus
2	Aids to Educators (General Motors)
1	Industrial Arts Public Bulletin (Dept. of Education) and Assembly Bill No. 95
1 set	Weekly Class Schedule Charts (2) (Heald Colleges)
1 set	Weekly Course Outlines (1) Math; (2) Communication (WCVC)
3	Untapped Manpower (Katz, Am. Instit. Eng. & Techn.)
3	Teaching Job Skills (Clifford Dobson-State Dept. of Education)
1	Hooked on Books (Fader)
3	Curriculum Guide to Adult Basic Education
1	Program Instruction in Linguistics (Buchanan)

*See listing, page 85.

Technical Assistance

MATERIAL RECOMMENDATIONS

SWEETWATER UNION HIGH SCHOOL DISTRICT, CHULA VISTA

Books and Instructional Materials Supplied

50	Your First Job (Mind, Inc.)
3	Language Teaching (Lado)
3	Language and Language Learning (Brooks)
1	Handbook for Teachers of English
1 set	Industrial Arts Curriculum Manuals (7 books)
3 sets	Instructional Drawings (#1)
3 sets	Instructional Drawings (#2)
3	Abrasives & Grinding Wheels (Norton Co.)
3	Primer on Grinding Wheel Safety (Norton Co.)
2	ABC's of Hand Tools (General Motors)
2	General Motors Film Catalogs, 1968
1	Adult Basic Education - ESL (La Puente Adult H.S.)
1 set	Proposed Class Schedule for Pre-Vocational Section of M-A Monolingual Program (re-typed from W.C.V.C.)
2 sets	EOC Instructional Material (22 books & Brochures)*
3 sets	Instructional Drawings (#3)
1 set	Functional English Vocabulary (2 vols.) AIET
45 sets	UCLA Linguistics ESL Lessons + 3 Syllabus sets
3	Aids to Educators (General Motors)
1	Industrial Arts Public Bulletin (Dept. of Education) and Assembly Bill No. 95
1 set	Weekly Class Schedule Charts (2) (Heald College)
1 set	Weekly Course Outlines (1) Math; (2) Communication (WVCV)
7	Untapped Manpower (Katz, Am. Instit. Eng. & Techn.)
5	Teaching Job Skills (Clifford Dobson-State Dept. of Education)
1	Hooked on Books (Fader)
4	Curriculum Guide to Adult Basic Education

*See listing, Page 85.

WEST COAST VOCATIONAL COLLEGE - SANTA ANA
(PRE-VOCACIONAL)

Books and Instructional Material Supplied

65	Your First Job (Mind, Inc.)
1	Language Teaching (Lado)
1	Oral English Tests from Sweetwater Adult H.S.
1 set	Instructional Drawings (#1)
1 set	Instructional Drawings (#2)
3	Abrasives & Grinding Wheels (Norton Co.)
3	Primer on Grinding Wheel Safety (Norton Co.)
2	ABC's of Hand Tools (General Motors)
2	General Motors Film Catalogs 1968
5	Adult Basic Education - ESL (La Puente Adult H.S.)
1 set	Proposed Class Schedule for Pre-Vocational Section of M-A Monolingual Program (re-typed from W.C.V.C.)
1 set	EOC Instructional Materials (22 books & brochures)*
1 set	Instructional Drawings (#3)
1 set	Functional English Vocabulary (2 vols.) AIET
1 set	Numerical & Literacy Skills (4 vols.) AIET
45 sets	UCLA Linguistics ESL Lessons + 1 Syllabus
3	Aids to Educators (General Motors)
1	Industrial Arts Public Bulletin (Dept. of Education) and Assembly Bill No. 95
1	English Sentence Patterns (Lado & Fries)
30 sets	Electrical Circuit Experiment Work Sheets
1 set	Weekly Class Schedule Charts (2) (Heald Colleges)
1	Teacher's Workbook (Thorndike)
1	Teaching ESL (Allen)
1	First Steps in Reading English (Richards)
1	English Through Pictures, Book 2 (Richards)
1	2nd Work Book of English (Richards)
1	Audio Visual Methods in Teaching (Dale)
1	Summerhill (Neill)
1	Developing Vocational Instruction (Mager)
1	Comprehensive High School (Conant)
1	Children of Sanchez (Lewis)
1	Silent Language (Hall)
1	Against American Grain (MacDonald)
1	The Aztec Man and Tribe (von Hagen)
1	World of the Maya (von Hagen)
1	The Realm of the Incas (von Hagen)
1	Process of Education (Bruner)

WEST COAST VOCATIONAL COLLEGE - SANTA ANA
(PRE-VOCACIONAL)
CONTINUED

Books and Instructional Materials Supplied

1	Aims of Education (Whitehead)
1	Folkways (Summer)
1	Great Teachers (Peterson)
1	Teacher (Ashton-Warner)
1	Understanding Other Cultures (Brown)
1	Heredity, Race and Society (Dunn)
1	Standard Handbook for Secretaries (Hutchinson)
1	Hooked on Books (Fader)

WEST COAST VOCATIONAL COLLEGE, EAST LOS ANGELES
(CENTRO PRE-VOCACION)

Books and Instructional Material Supplied

2	Language Teaching (Lado)
25	Your First Job (Mind, Inc.)
1	Oral English Tests from Sweetwater Adult H.S.
4	Language and Language Learning (Brooks)
1 set	Ind. Arts Curriculum Manuals (7 books)
1	English Americanization-Literacy, Adult Basic Education
1	Techniques & Procedures in Second Language Learning (Dacaney & Bowen)
1	Experiments in Second Language Learning (Crothers & Suppes)
1	UC Film Catalog
1 set	Instructional Drawings (set #1)
1 set	Instructional Drawings (set #2)
3	Abrasives & Grinding Wheels (Norton Co.)
3	Primer on Grinding Wheel Safety (Norton Co.)
2	ABC's of Hand Tools (General Motors)
2	General Motors Film Catalogs, 1968
1	Adult Basic Education - ESL (La Puente Adult H.S.)
1 set	Proposed Class Schedule for Pre-Vocational Section of Monolingual Program (re-typed from W.C.V.C.)
1 set	EOC Instructional Material (22 books & brochures)*
1 set	Instructional Drawings (set #3)
1 set	Functional English Vocabulary (2 vols.) AIET
1 set	Numerical & Literacy Skills (4 vols.) AIET
45 sets	UCLA Linguistics ESL Lessons + 1 Syllabus
3	Aids to Educators (General Motors)
1	Ind. Arts Public Bulletin (Dept. of Education) and Assembly Bill No. 95
1	Teaching & Learning English as Foreign Language (Fries)
1	English Sentence Patterns (Lado & Fries)
1	Teaching ESL (Allen)
1	Helping People Learn English (Stevick)
1 set	Weekly Class Schedule Charts (2) (Heald Colleges)
1	Teacher's Workbook (Thorndike)
4	Untapped Manpower (Katz, Am. Instit. Eng. & Techn.)
3	Teaching Job Skills (Clifford Dobson-State Dept. of Education)
1	Hooked on Books (Fader) (for Mr. Salas)
3	Curriculum Guide to Adult Basic Education

*See listing, page 85.

WEST COAST VOCATIONAL COLLEGE, EAST LOS ANGELES
(CENTRO PRE-VOCACION)
CONTINUED

Books and Instructional Material Supplied

- 1 Program Instruction in Linguistics
- 1 Language Laboratory & Modern Language (Stack)
- 1 Manual for A-V Instruction
- 1 A-V Instruction (Brown)
- 1 set Industrial Arts Curriculum Manuals
 - 1) Mathematics & Industrial Arts
 - 2) Industrial Arts and Sciences
 - 3) Industrial Arts and Safety
 - 4) Courses of Inst. in Industrial Arts, Sr. H.S. Level
 - 5) Industrial Arts Course Outlines, Grades 7-8-9
 - 6) Industrial Arts in California, Drafting - Electric, Electron. Graphic Arts, Metal
 - 7) Proposed Occup. Prep. in Metal Skills
- 45 sets Defense Language Institute English Language Materiel Program: Texts, Tests, Tapes, Teachers' Guides

Films Supplied

How to Study
Men at Work
English Language - Story of Its Development
Spanish Influence in USA
Mathematics for Tomorrow
Taperecording for Instruction
Demonstration of a New Strategy in Language Teaching
Language Teaching in Context
Your Voice
Maintaining Classroom Discipline
Modern Techniques in Language Teaching
Nature of Language
Organization of Language
Sounds of Language
Words and Their Meaning
Addition of Whole Numbers - Color
Electronic Computers & Applied Mathematics
The Earliest Numbers
Base and Place
Donald in Mathmagic Land - Color

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APPENDIX A

"Evaluation of the Influence of Educational Programs on Mexican-Americans"

Extract from a paper presented by Prof. Herbert B. Wilson

National Conference on Educational Opportunities
for Mexican-Americans

April 25-26, 1968
Austin, Texas

One of the most effective ways of evaluating the influence of educational programs on Mexican-Americans would be to thoroughly study those successful Mexican-Americans who are fully participating and who have been fully accepted by the dominant culture. For these successful Mexican-Americans, as judged by the dominant culture, it required cultural change and the acceptance of new cultural patterns which permitted them to be a fully participating member of the culture which grants rights and privileges and opportunity. It is recognized that the third level of Madsen's categories¹ applies most aptly to this group. They are the ones who have moved into the dominant culture and have completed the Americanization vis-a-vis Angloization, of the process of acculturation and assimilation.

But of major importance would be the opportunity to assess the effectiveness of educational programs and the influence these programs have on the Mexican-Americans who are still in the lower two categories of Madsen's stratification outline. It is with these that we have an important task to accomplish. It is a vital necessity for us to recognize that there is opportunity for curriculum and instructional improvement as well as opportunity for us to re-design an educational program which would be effective and have a more dramatic influence on the participants seeking some kind of upward social mobility.

Even for the Mexican-American in the lower two categories who are not self-motivated toward upward mobility, part of the task of the educational enterprise would be to provide the stimulation and motivating factors which would enhance their opportunity to achieve the maximum from their

¹Madsen, William. The Mexican Americans of South Texas (New York: Holt, Rinehart & Winston, 1964). "Madsen refers to three groups or levels of Mexican-Americans in process of acculturation. 'The base line of the Americanization process is the traditional folk culture derived from Mexico. . . . The second level of acculturation embraces those individuals who are caught in the value conflict between the two societies . . . The third level. . . includes those Mexican-Americans who have achieved status in the English-speaking world.'"

educational experiences. This can be done only if we understand the accelerating factors of the school program which tend toward this direction and attempt to ameliorate the inhibiting or negative factors of such school programming.

It was pointed out in this paper that one of the greatest handicaps facing Mexican-Americans is that of discriminatory practices of trying to compare performance and ability on standardized tests given to both Mexican-Americans and Anglos. These tests and instruments which have been standardized and validated on populations different from Mexican-Americans tend to disservice them.

Intelligence, performance and ability testing all tend to have some kind of cultural bias related to them. It is either a language barrier, a test skill ability, a lack of sophistication and understanding of what the culture of the school anticipates, lack of parental or peer motivation, or ethnic affiliation, which retards the full response and required motivation for school success. These factors tend to restrict Mexican-Americans from performing adequately in school-generated stress situations.

It was suggested in this paper that there are a number of ways to look at the evaluation of educational programs in connection with Mexican-Americans. These included the use of more objective-type tests, of oral discussion and oral testing in any language or dialect pattern. Situational tests, such as role-playing and dramatic play, use of other media than pencil-and-paper technique for expressing acquisition of content and concept as well as analysis, were also suggested.

It was pointed out over and over again, both in research data and from the response of graduate students and teachers in the Tucson area, that the attitude of the tester, the attitude of the teacher and evaluator, is of primary importance in considering the functional level of the Mexican-Americans in regard to an evaluation program. If the Mexican-Americans are made to feel that they are on the spot, their failure will tend toward exposure and lack of acceptance both by the school and by the home. This would cause undue psychological reaction among those being evaluated to the point where they become totally disfunctioning individuals.

Perhaps the major focus on any kind of evaluation program with youngsters from a culture different from that of the school culture would be to find some estimate of how much the youngsters are getting from their school experience, rather than trying to estimate what distance they are from the expected goals of the original intent of the school experience. Education and schooling mean different things to different sub-cultures. It is significant to recognize that in any kind of program in which we are dealing with people who represent a culture unlike that of the dominant culture, we are in a sense assessing the process of cultural and social change.

It is in this mood that models of evaluation, such as the EPIC model, take into consideration other factors than merely the school curriculum and instructional program. We need to understand how concepts and generalizations which are taught at school tend to transfer into family and peer group experiences, as well as other kinds of activities outside the school program. We have some evidence that even though a great deal of time is focused on the teaching of English as a primary language of communication, these young-

sters return to their play groups and familial situations using the language of affection, rather than the language of instruction. This says something to us in terms of the effectiveness of the instructional program. If the English language became also the language of reward, gratification, success and affection, it could parallel, and perhaps supplant, the non-standardized Spanish language, or border patois which is used by so many Mexican-Americans in their transition between a Spanish-speaking culture and the English-speaking culture reflected by the public school enterprise.

In evaluating the influence of educational programs on Mexican-Americans, it is important to avoid the notion of stereotyping and over-generalizing. Each individual case requires careful analysis and prescription. The diagnostic factors include an understanding of the family and the culture represented by the family. If, in the total ameliorative process, all socializing agents could be focused in the same direction, then the task of the public school program would be one of a kind of reconstruction, a cultural renewal, in which the school would lead toward the direction of full participation and ways of achieving acceptance in and by the dominant culture. To me, this is the meaning of the notion of the classless society. It provides an opportunity for all members to move upward in the social scale, regardless of class levels. The tools of upward social mobility, and the rewards of that mobility, coincide with the motivational process of those involved to further the cause of developing a people toward self-actualization and self-realization.

It is recognized that while the Mexican-Americans have rich traditional and historical pasts, these no longer fully serve them to participate in the middle-class dominant culture of a technological age. If the Mexican-American is to achieve his rewards commensurate with those of other members of the dominant American culture, then surely the influence of the public-educational program must be reflected in the trend toward upward mobility and a modification of culture patterns which tend to inhibit and restrict their full membership.

The choice ultimately must be that of the individual. But he must have the opportunity to see the alternatives that are possible. The program which helps the individual assess for himself his place within the upward trend and to evaluate how he feels toward the goals which have been prescribed for him as successful, is the useful program having great influence. This kind of educational evaluation will influence his own educational program and he will benefit from the opportunities provided by the public school in relation to his understanding of his skills and ability to acquire the necessary competence to fully function as an equal member in the dominant culture. The influence of the educational programs toward these goals can be enormous, if the public school enterprise would function as an including, rather than an excluding institution. It is in this mood of evaluation, one in which the individual in the process is also a member of the evaluation team, that great progress can be made toward increasing the effectiveness and influences of the educational enterprise on Mexican-Americans.

B. RECORDING AND EVALUATION FORMS (Project PREP)
 1. Administrative Records and Evaluation
 a. Personnel Sheet for Teachers

Name: _____

Date: _____

Points for Discussion

Effectiveness in Classroom

Planning and Preparation
 Goals for student performance
 Enthusiasm for teaching
 Use of methods and materials
 Use of audio-visual aids
 Use of teacher assistant
 Relationship to students
 Enunciation and articulation

Relationship to Staff

Co-operation with Supervisor
 Working relations with teacher assistants.
 Attitude toward other staff members.

Community Program Relations

Loyalty to objectives
 Community contacts
 Professional attitude
 Student-community orientation

Teacher's Strong Points: _____

Suggestions for Improvement: _____

Other Remarks: _____

 Signature of Teacher

 Signature of Supervisor

 Assignment and Area

 Title

Personnel Evaluation Sheet - Teachers

This form is used by Supervisors for constructive evaluation of teachers. An evaluation conference is set up by the Supervisor with each teacher. Strengths and weaknesses are discussed, and suggestions and assistance given in the appropriate areas for improvement. Periodic evaluations, as well as the in-service workshops, are important in the professional growth of teachers.

This form is made out in duplicate by the Supervisor. The teacher signs and keeps one copy and the other is returned to the Office for filing in the teacher's personnel folder in the Central Office.

b. Personnel Sheet for Teacher Assistants

Name : _____ Date: _____

Points for Discussion

Work Habits

Reliability
Ability to follow directions
Neatness
Initiative
Flexibility

Job Performance

Knowledge of job duties
Translation skills
Effective record keeping
Assistance in teaching assignments
Capacity for promotion

Working Relationships

Relationship to supervisor
Ability to work with students
Response to constructive criticism

Strong Points: _____

Suggestions for Improvement: _____

Other Remarks: _____

Signature of Teacher Assistant

Signature of Supervisor

Assignment and Area

Title

Personnel Evaluation Sheet - Teacher Assistant

This form is used for constructive evaluation of the Teacher Assistant. An evaluation conference is set up by the Teacher and/or Supervisor with the Teacher Assistant. The strengths and weaknesses are discussed with the Assistant and recorded on this form. This then becomes an important facet of in-service training and every consideration and assistance is given in the areas where there is need for improvement.

This form is made out in duplicate by the supervising Teacher. The Teacher Assistant is given a copy and a copy is returned to the Office.

MS - 11

WHITE - Personnel - Attech to Salary Recommendation

CANARY - Department

PINK - Forward to Employee

d. NARRATIVE REPORT

Please return one copy to Administrators Office by the 5th of each month.
(Attach additional pages if necessary)

1. Name of Reporter: _____
Report for _____
 (Month) (Year)

2. List the five most significant indications of progress or problems in
program objectives since last report.

A. _____

B. _____

C. _____

D. _____

E. _____

3. Describe progress and current status of the above indicators or activities.

A. _____

B. _____

C. _____

D. _____

E. _____

B-2. STUDENT INFORMATION

a. PREP ENROLLMENT CARD

DATE _____		AREA _____	
1. School _____	2. Class Hours _____	AM _____	PM _____
3. Teacher _____	4. Teacher Aide _____		
5. NAME _____			
(Last)		(First)	(Middle)
6. Present Address _____			
(Number)	(Street)	(City)	(Zip)
7. Permanent Address _____			
(Number)	(Street)	(City)	(State)
8. Telephone _____	Age _____	Date of Birth _____	
		(Month)	(Day) (Year)
9. Citizenship: U.S. _____ Mexico _____ Other _____			
11. How many children? _____	12. Ages _____	10. Married Yes _____ No _____	
13. Education: Number of Years _____ U.S. _____ Mexico _____ Other _____			
14. What do you need to learn? English _____ Citizenship _____ Driver Ed & Trng _____ Math _____			
15. Circle the jobs that you, your husband, father or mother have worked in within the last year: FARM WORK (picking, irrigating, pruning) Dairy, poultry, nursery, gardening.			
16. Your job now _____		17. Are you head of the house? _____	
18. What jobs did you hold within the last year? _____			
19. List the jobs you are qualified to do: _____			

20. Would you be interested in training for any of these jobs?: Farm machinery operator _____ welder _____ mechanic _____ typist _____ housekeeper _____ janitor _____ nurse aide _____ Other _____			
21. How did you learn about PREP? Friend _____ Coordinator _____ Other _____			
22. Have you attended PREP or Adult Ed. classes before? No _____ Yes _____			
What did you study? _____			
23. Where? _____	When? _____	From _____	to _____
		(Month) (Year)	(Month) (Year)
24. Total income last year \$ _____ Hourly wage _____ Approx. days worked _____			
25. Do you have transportation to school? Yes _____ No _____			
26. How far do you live from school? _____			
27. Will you need child care while attending classes? Yes _____ No _____			

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1. Date of entry _____			
(Month)	(Day)	(Year)	
2. Date of withdrawal _____			
(Month)	(Day)	(Year)	
3. Reason for withdrawal _____			
4. Total length of time in PREP: Weeks _____ Months _____ Years _____			
5. Date of reentry: Month _____		Day _____ Year _____	
6. Level achieved in PREP class(es) _____		7. Promotions _____	
8. ATTENDANCE: 75%-100% _____ 50%-75% _____ 25%-50% _____ 25% or less _____			

PREP ENROLLMENT CARD

This card is used by the Teacher Aide to register new students. It is extremely important for PREP records and must be neat, accurate and complete.

This card is completed during the first week the student is in class, but only vital information is taken the first day (e.g. items 5-15). This card, when completed, is routed to the PREP Office by the Migrant Coordinator or Teacher Supervisor. Enrollment cards are filed by area in the PREP Office.

**b. STUDENT ACHIEVEMENT RECORD
PROJECT PREP**

Mr. _____
 Mrs. _____
 Miss _____ Address _____ Phone _____

Last _____ First _____ Middle _____

Occupation _____ Age _____ Place of birth _____

Total income last year \$ _____ No. in immed. family _____ Homebase area _____

Name of School _____ Area _____ Class hours _____ to _____ am
 pm

Name of Teacher _____ Name of Teacher Aide _____

Date Student: Enrolled _____ 19 _____ Withdrew _____ 19 _____
 Reentered _____ 19 _____

LANGUAGE LITERACY STATUS OF STUDENT AT DATE OF ENROLLMENT (check one, each skill)

LANGUAGE SKILL	PREP LEVEL 1	PREP LEVEL 2	ABOVE LEVEL 2	COMMENTS
LISTENING COMPREHENSION	☐ low ☐ high	☐ low ☐ high	☐ low ☐ high	
SPEAKING	☐ low ☐ high	☐ low ☐ high	☐ low ☐ high	
READING	☐ low ☐ high	☐ low ☐ high	☐ low ☐ high	
WRITING	☐ low ☐ high	☐ low ☐ high	☐ low ☐ high	

IF STUDENT WITHDRAWS PLEASE INDICATE DATE ABOVE. BELOW, GIVE LEVEL ACHIEVED BY STUDENT AT TIME OF LEAVING YOUR CLASS, AND REASON(S) GIVEN FOR WITHDRAWAL:

CURRICULUM UNITS TESTED	NAME OF TEST	STUDENT ACHIEVEMENT		
		DATE TESTED	TEST SCORE	COMMENTS
LANGUAGE				
READING				
WRITING				
DRIVER EDUCATION				
DRIVER TRAINING				
CITIZENSHIP				
ARITHMETIC				
JOB COUNSELING				
HOMEMAKING				
CONSUMER EDUCATION				
COMMUNITY ORIENTATION (Indicate Kind or Describe)		CLASS ATTENDANCE		
SCHOOL ACTIVITIES		DAYS PRESENT 1966		DAYS PRESENT 1967
ADULT EDUCATION		JAN.	JUL.	JAN.
EMPLOYMENT AGENCY		FEB.	AUG.	FEB.
HEALTH/WELFARE		MAR.	SEP.	MAR.
LIBRARY		APR.	OCT.	APR.
E.O.C.		MAY	NOV.	MAY
OTHER		JUN.	DEC.	JUN.

 Student Achievement Record

This card is intended as a cumulative record of student achievement. It is kept by the teacher and all entries made as often as appropriate and/or test scores are available. The teacher should share with the student the areas where progress has been made; the areas where improvement is needed. Personal data on the student may also be recorded on this card.

If student is promoted to another PREP class his S.A.R. card should be forwarded to his new teacher together with other appropriate records

MONTH _____	PROJECT PREP MONTHLY TALLY CARD FOR c. STUDENT ACHIEVEMENT RECORD	AREA _____
Name of Class _____		
Type of Class _____		
Name of Teacher _____		
No. of Students Enrolled _____		
No. of Men _____		No. of Women _____
No. of Youth (12-18) _____		No. in Child Care _____
No. withdrew _____		No. reentered _____ ADA _____

LANGUAGE-LITERACY STATUS OF STUDENTS AT DATE OF ENROLLMENT (Enter total for level of skill)				
LANGUAGE SKILL	PREP LEVEL I	PREP LEVEL II	ABOVE LEVEL II	COMMENTS
LISTENING COMPREHENSION	☐ low ☐ high	☐ low ☐ high	☐ low ☐ high	
SPEAKING	☐ low ☐ high	☐ low ☐ high	☐ low ☐ high	
LANGUAGE SKILL	PREP LEVEL I	PREP LEVEL II	ABOVE LEVEL II	COMMENTS
READING	☐ low ☐ high	☐ low ☐ high	☐ low ☐ high	
WRITING	☐ low ☐ high	☐ low ☐ high	☐ low ☐ high	

CURRICULUM UNITS TAUGHT	NAME OF TEST OR MATERIAL USED	NO. TESTED	STUDENT ACHIEVEMENT		COMMENTS
			LEVEL I	LEVEL II	
LISTENING COMPREHENSION			D 1-4 _____	D 1-4 _____	
			D 5-8 _____	D 5-8 _____	
			D 9-12 _____	D 9-12 _____	
			D 13-16 _____	D 13-16 _____	
			D 17-20 _____	D 17-20 _____	
READING			Grade Level: 0 1 2 3 4 5 6 7 8		
WRITING			1. Name & Address ☐ 2. Complete Sentences ☐ 3. Construct Sentences ☐ 4. Construct Paragraphs ☐		
ARITHMETIC			1. Add ☐ 2. Subtract ☐ 3. Multiply ☐ 4. Divide ☐ 5. Percents ☐ 6. Fractions ☐		Comments
JOB COUNSELING			No. Completed: _____		
HOMEMAKING			Sewing ☐ Nutrition ☐ Health Ed. ☐		
CONSUMER ED.			No. Completed: _____		
DRIVER ED.			No. Completed: _____ No. Permits: _____		
DRIVER TRNG.			No. Completed: _____ No. Permits: _____		
COMMUNITY ORIENTATION (Describe & Give No. Participating in/or using each)					
School Activities			Health or Welfare Services		Other
Adult Education			Library		
Employment Agency			EOC Meetings or ASC Services		

TALLY CARD

This card is intended to show monthly statistics, at a glance, for each PREP class. The teacher fills in total numbers in the class for each item that applies. This information is gathered from individual student achievement cards, enrollment cards, testing scores, interviews, and other teacher records. This card is forwarded to the PREP Office at the end of each month.

b. PROJECT PREP
AREA SUPERVISOR'S WEEKLY REPORT

Name _____ Date _____

Class or Study Hall	Problems and Suggested Solutions			Special Activities	Field Worker	Comments
	Staff	Attendance	Transportation	Child Care		

The Weekly Report is used by the Teacher Supervisors to summarize all PREP activities.
The PREP Director receives these forms from all Supervisors at the end of each week and reviews them prior to discussion in weekly staff meetings.

c. Teacher's List of Students Enrolled

Area

Month

Teacher _____

School _____

TEACHER'S LIST OF STUDENTS ENROLLED IN CLASS DURING YEAR
- For Class Records -

[illegible]

* * * * *

Teacher's List of Students Enrolled

This form is used by the Teacher Aides to keep a list of students enrolled in each PREP class together with addresses and telephone numbers. Teacher Aides refer to this list when addressing post cards to follow up on absentees.

(Read the attached instruction sheet before filling out this form)

AREA _____

Page ____ of ____ Pages

d. PROJECT PREP ATTENDANCE SHEET

Instructor _____

Class Location _____

Teacher Aide _____

Month _____ 196 _____

Please show dates below day of week. Please place "X" in spaces when present.

NAME	M	T	W	Th	M	T	W	Th	M	T	W	Th	M	T	W	Th	M	T	W	Th	Total Per Month
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					
11.																					
12.																					
13.																					
14.																					
15.																					
16.																					
17.																					
18.																					
19.																					
20.																					
21.																					
22.																					
23.																					
24.																					
25.																					
Daily Total Attendance																					

ATTENDANCE SHEET

This form is used for recording attendance in each PREP class. The Teacher Aide lists all students enrolled in the class for the month and makes the appropriate entries after each name (see back of Attendance Sheet for directions).

The Teacher Aide keeps her "working copy" of the Attendance Sheet, and at the end of each month sends a revised copy to the PREP Office listing all students in alphabetical order and all totals asked for in Part B of directions.

This report must be forwarded to the PREP Office on the first of each month.

e. DIRECTIONS FOR FILLING OUT THIS ATTENDANCE SHEET

A. Checking Attendance:

1. List all students' names in alphabetical order of their last names.
2. Put E in the space on the day the student enters class.
3. Put X in the space on the day the student attends class.
4. Leave the space blank if the student is absent.
5. Put W after the student's last attendance date if the student has been absent 8 class days after that date.
6. Put RE after the name if the student is reentering the same class.
7. Put T after the name if the student is a transfer from another PREP class.
8. Keep a copy of each month's attendance sheet for your own records. It will help you to prepare the sheet for the next month.

You will be given a supply of attendance sheets so you can prepare a clean, correct copy of this form on the last class meeting of each month when it is to be sent to the PREP Office.

B. Figuring Totals:

Before the attendance sheet is sent to the PREP Office be sure to give figures for the following items in the spaces provided. Do not count students if they attend only one time.

1. Total daily attendance _____
2. Total monthly attendance _____
3. Total number of students for the month _____
4. Total number of days class met this month _____
5. Number of students who withdrew this month _____
6. Number of students who were promoted to another PREP class this month _____
7. Number of students who graduated to Adult Education this month _____

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8. A.D.A. Item #1 _____
Item #4 _____ (see total in right lower corner of sheet)
9. Number of students who have attended:
75% or more _____, 50%-75% _____, 25%-50% _____, less than 25% _____

Month _____ 196 _____
Page _____ of _____ Pages _____

PREP Teacher

please sign: show dates below day of week and enter actual hours worked in appropriate space.

[illegible]

PREP SUPERVISOR

Area

Volunteer Time Sheet

This form serves to keep an accurate record of volunteer hours worked during the month. Each PREP area shall submit this record showing signatures and hours worked by all volunteer tutors, teacher-assistants, consultants, baby sitters, drivers, etc. to the PREP Office at the end of each month.

PREP teachers who have volunteers assisting them must forward this form to the Teacher Supervisor in each area by the end of each month. Volunteer services are recorded monthly as a non-federal (community) contribution to the PREP program.

FALL _____

SPRING _____

SUMMER _____

b. VOLUNTEER REGISTRATION CARD

PROJECT PREP

Date _____

MR.

NAME MISS _____

MRS.

Last _____

First _____

Initial _____

Age _____

ADDRESS (school) _____

No. _____

Street _____

City _____

State _____

Phone _____

ADDRESS (permanent) _____

No. _____

Street _____

City _____

State _____

Phone _____

SCHOOL, COLLEGE _____

OR UNIVERSITY _____

YEAR IN SCHOOL _____

Major _____

Minor _____

Have you ever taught adults _____ children _____ If yes, where? _____

Have you ever tutored? yes _____ no _____ If yes, where? _____

Do you drive a car? _____ Do you speak Spanish? _____

In what areas do you think you would be most effective? (teaching, child care, art work) _____

Days, evenings or hours you can give volunteer services: (circle) M T W TH F

9-12 1-3 7-9

Volunteer Registration Card

This card is used for registering volunteers who assist in PREP classes or Study Centers.

This card is filed by the Teacher Supervisor in the PREP Office. A duplicate card may be required by PREP teachers for their records.

See Volunteer Time Sheet for recording the hours worked by volunteers.

B-5. PREP STUDENT OPINIONNAIRE
PROJECT PREP

Economic Opportunity Commission, Santa Clara County, Inc.

To PREP Students: This is your opportunity to say what you think about the PREP program and PREP employees. We need your suggestions to make this an educational program that will help you. Please answer all of the questions and give your own opinions. Place a check mark in the space provided for your answers. You can sign this paper if you wish, but it is not necessary for you to sign it.

Name of School

Name of Teacher

A. Student Attendance

1. How long have you been attending PREP classes? _____ or _____ or _____
days weeks months

2. If you can remember when you enrolled, give that date _____.

3. Do you think it is a good plan to have classes 4 times a week instead of 2 so students can get more instruction and practice?
yes _____ no _____

a. Do you understand that you are not required to attend all 4 nights and will be helped to make up work when you are absent? yes _____ no _____

b. Check or add the reasons why you cannot come to PREP classes every time they are held.

_____too tired _____no transportation _____sickness in family

_____trips out of county _____working _____lessons too hard

Other reasons: _____

4. Do you prefer classes to be held in the daytime or at night?
What hours _____ What months _____
from to

Would you attend daytime classes for 3 or 4 hours, five days a week if you were paid to go to classes? yes _____ no _____

PREP STUDENT OPINIONNAIRE

This opinionnaire (5 pages) is used primarily by the Migrant Coordinators in doing community development work and collecting information and student opinions (Spanish or English) about the PREP program.

Student opinions and suggestions are then tallied and priority need areas established by staff. Opinionnaires are filled out on students who have dropped out of PREP as well as on students currently attending.

5. Check the reasons why you need transportation to come to school.
___no car ___no driver's license ___need gas money
___too far to drive
6. Do you know where to go for other adult education classes?
yes___ no___
7. Have you ever attended any of these adult classes before you came to PREP classes? yes___ no___ Where? _____
What did you study? _____
Why did you stop going? _____
Could you go to another adult school if there were no PREP classes? yes___ no___ Why or why not? _____
8. How many months have you lived at your present address? _____
a. Do you usually travel to another part of Santa Clara County or out of this County or state to work in the crops every year? yes___ no___
Did you last summer? yes___ no___

B. PREP Program

1. Check if PREP classes are helping you:
- To understand English _____
- To speak English___ To read English___ To write English___
- To do simple arithmetic___ To learn to buy more wisely___
- To learn about community agencies and organizations (like the libraries, health, police, welfare departments and Area Service Centers)___
- To participate in the school activities of your children (like parent-teacher meetings or back-to-school nights)___
- To inquire about training or job opportunities___
- To get a better job. Yes___ No___ In agriculture___
Out of agriculture___
- To suggest self-help programs to you and others in your group and/or to Area Service Center workers___

2. Give other ways PREP has assisted you (like homemaking or driver education and training or citizenship classes): _____

3. Give any suggestions for change or improvement of the PREP program: _____

C. PREP Staff and Advisory Board

1. Does your teacher understand your needs and give you the help you want? yes_____ no_____
- Your suggestions for improvement: _____

2. Do you think it is a good plan to have in every PREP class a teacher aide from your group who speaks Spanish? yes_____ no_____
- Your suggestions for improvement: _____

3. Is it a good plan to have care for young children while parents go to PREP classes? yes_____ no_____

If you don't leave your children with this baby sitter, why don't you? _____

4. The PREP employees who visited you to tell you about PREP and help you get to classes are called Migrant Coordinators. Did you learn about PREP from one of these Coordinators? yes_____ no_____

Tell the other ways these Coordinators are helpful to you:

5. Do you know that you can talk to the Migrant Coordinator or Teacher Supervisor for your class or the Director of Project PREP at any time about the PREP program? yes____ no____

The telephone number for the PREP Office is 298-3977; call there if you don't want to talk to them before or after the class.

6. Several members of PREP classes are serving as members at the PREP Advisory Board. If you have suggestions for improvement of the PREP program you are also welcome to attend these meetings. They are held on the second Monday of each month at 7:30 P.M. Ask your Migrant Coordinator or Teacher or call 298-3977 for the names of the Board members and the Board meeting place for each month.
7. Would you be interested in attending the meetings of the Economic Opportunity Commission, Area Service Centers, PTA's or other organizations in your area, if you had transportation and a Spanish-speaking friend to go with you? yes____ no____

D. Other Suggestions from PREP Student:

Please use this space to make any comments you care to make about PREP books and materials, teaching, attitudes of PREP employees, location of classes, need for public transportation, job training, opportunities after attending PREP, etc. This is your program. Your suggestions for making it a strong program are very important.

Write a few words about how going to PREP classes has changed your way of life. You do not need to sign your name.

APPENDIX C

TRAINING COURSE OUTLINE

OBJECTIVES FOR BLOCKS I THROUGH III:

1. To teach beginning students how to speak, read and write enough English to meet their needs.
2. To aid students in attaining an understanding and a workable knowledge of an approximate 1,000 word vocabulary.
3. To help students understand simple printed and written matter.
4. To help each student understand his importance and his being wanted in his class, his community and his adopted country.
5. To help the foreign-born achieve a more successful adjustment in his community and his family relationships, and to assist him in becoming an effective citizen.

Block I -- Listening Skills:

100 hours

- a. Conscious Listening
- b. Auditory Discrimination
- c. Comprehension
- d. Ear Training
- e. Standard Dialect
- f. Speaking

Block II -- Reading Skills:

100 hours

- a. Visual Co-ordination
- b. Auditory Discrimination
- c. Visual Discrimination
- d. Work Recognition
- e. Comprehension

Training Course Outline, Continued:

Block III -- Writing Skills:

150 hours

- a. Handwriting
- b. Manuscript Writing
- c. Composition
- d. Spelling
- e. Understanding Forms

METHODS OF INSTRUCTION AND INSTRUCTIONAL MATERIALS:

- 1. Lecture, demonstrations, role-playing, discussions.
- 2. Audio-visual practice with language masters, reading and writing labs, and programmed instruction.
- 3. Charts, flash-cards, co-operative teamwork in recitation and memorization.

EVALUATION:

- 1. Evidence of adequate student growth in speaking, reading and writing English.
- 2. Evidence that the student possesses a growing vocabulary and the ability to continue increasing it.
- 3. Evidence of an improving comprehension of written and spoken English.
- 4. Evidence of a greater sense of security and confidence in meeting and working with English-speaking people.
- 5. Oral and written examinations.
- 6. Individual and team projects.

Training Course Outline, Continued:

OBJECTIVES FOR BLOCK IV:

1. Introduce and familiarize students with money denominations and concepts.
2. Introduce and develop skills in math symbols and the basic concepts of the number system.
3. Develop basic arithmetical processes.
4. Develop skills in vocational mathematics.
5. Introduce consumer education.

Block IV -- Mathematical Skills:

150 hours

- a. Symbols
- b. Money Denominations and Concepts
- c. Basic Concepts of Number System
- d. Vocabulary
- e. Mathematical Processes
- f. Application
- g. Consumer Education
- h. Vocational Mathematics

METHODS OF INSTRUCTION AND INSTRUCTIONAL MATERIALS:

1. Lecture, discussion and demonstration.
2. Programmed instruction.
3. Flash cards, charts.
4. Projects.
5. Recitation and memorization.

Training Course Outline, Continued:

EVALUATION:

1. Evidence of student growth in the basic and vocational mathematics.
2. Evidence that the student possesses a growing understanding of mathematics and the ability to increase it.
3. Oral and written examinations.

OBJECTIVES FOR BLOCK V:

1. To develop an appreciation of the importance of human relations in working with people.
2. To show that good grooming is important in social life, obtaining a job and advancement on the job.
3. To develop an appreciation of the employer's problems.
4. To develop a sense of responsibility to the employer and the job.
5. To develop a respect for personal and public property.
6. To develop the ideals of good work habits and attitudes.
7. To show procedures in applying for a job.

Block V -- Job Relations, Work Attitudes and Habits:

50 hours

- a. Appearance
- b. Absence
- c. Getting along with others
- d. Where to Look for Jobs
- e. Personal Interviews
- f. Trade Appreciation

Training Course Outline, Continued:

METHODS OF INSTRUCTION AND INSTRUCTIONAL MATERIALS:

1. Lectures, demonstrations, discussions, role-playing.
2. Guest lectures, field trips, projects.

EVALUATION:

1. An indication of improvement in the student's appearance, attitudes, habits, etc.
2. Role-playing.
3. Oral and written examinations.

OBJECTIVES FOR BLOCKS VI AND VII:

1. Recognition of safety devices and instruction charts.
2. Understanding and application of basic mechanical and physical principles.
3. Identification and use of various hand tools and power tools.
4. Care and preventive maintenance of hand tools and power tools.

Block VI -- Mechanical and Physical Principles:

50 hours

- a. Safety
- b. Industrial Application of Lever
- c. Industrial Application of Inclined Plane
- d. Industrial Application of Force in Action

Block VII -- Tool Activity and Identification

150 hours

- a. Introduction - Use and Care of Hand Tools
- b. Measuring Tools
- c. Cutting Tools and Abrasives

Training Course Outline, Continued:

- d. Drilling Tools
- e. Grinding Tools
- f. Digging Tools
- g. Assembly and Holding Tools and Equipment
- h. Power Tools
- i. Assembly Operations
- j. Inspection Procedures

METHODS OF INSTRUCTION AND INSTRUCTIONAL MATERIALS:

- 1. Lectures, demonstrations, discussions.
- 2. Use of tools.
- 3. Guest speakers, field trips.
- 4. Chart, flash cards.
- 5. Reading assignments and projects.

EVALUATION:

- 1. Demonstration of knowledge of basic mechanical and physical principles.
- 2. Use of tools.
- 3. Care of tools.
- 4. Oral and written examinations.

Block VIII -- Occupationally Related Instructions:

50 hours

This block will be a flexible unit scheduled to provide introduction to activities in the laboratory. Blocks I through V will be offered parallel to the occupationally related instructions, thus bolstering the learning process.

APPENDIX D

Materials Used in Basic Education Curriculum:

<u>Material</u>	<u>CC/JC</u>	<u>Diocese of Santa Rosa</u>	<u>Healds Colleges</u>	<u>San Hidalgo</u>	<u>Sweet- water</u>	<u>West Coast</u>
<u>A. English/Language</u>						
Purpose: Basic Communication						
Language Laboratory & Modern Language (Stack)	x					x
Hooked on Books (Fader)	x	x	x	x	x	x
Language and Language Learning (Brooks)	x	x	x	x	x	x
English Americanization-Literacy (Adult Basic Ed.)			x			x
Techniques & Procedures in Second Language Learning (Decaney & Bowen)						x
Experiments in Second Language Learning (Crothers & Suppes)						x
Adult Basic Education-ESL (La Puente Adult H. S.)	x	x	x	x	x	x
Functional English Vocabulary (2 Vols.) AIET	x	x	x	x	x	x
UCLA Linguistics ESL Lessons plus 1 Syllabus	x	x	x	x	x	x
Teaching & Learning English as a Foreign Language (Fries)						x
English Sentence Patterns (Lado & Fries)						x
Oral English Tests from Sweetwater Adult H. S.						x
First Steps in Reading English (Richards)				x		x
English Through Pictures Book 2 (Richards)		x				x
2nd Work Book of English (Richards)						x
Silent Language (Hall)						x
USOE English as Second Language Syllabus		x				
ESL Recorded Instruction (7 Tapes) (EOC-Goble)		x				
Functional English Vocabulary (2 Vols.)						
(Research Foundation, American Institute of Engineering & Technology, Chicago)						
Look and Learn English for the Spanish Speaker (Elena Zayas-Dell)	x		x			
	x					

Materials Used in Basic Education Curriculum (continued)

<u>Material</u>	<u>CC/JC</u>	<u>Diocese of</u> <u>Santa Rosa</u>	<u>Healds</u> <u>Colleges</u>	<u>San</u> <u>Hidalgo</u>	<u>Sweet-</u> <u>water</u>	<u>West</u> <u>Coast</u>
A. <u>English/Language cont.</u>						
American English Course (Instituto Mexican Norteamericano de Relaciones Culturales, Mexico)	x	x				
Modern English Dialogues, E. S. L. for Farm Workers - Sallie McCombs		x				
Mott Basic Language Skills Program		x				
Basic Dictionary of American English (Holt, Rinehart & Winston)		x				
S.R.A. Reading Accelerator Model 3-460DR	x					
<u>E. D. L. Controlled Reader</u>	x					
English 900 w/Tape Recorder & Ear Phones						
Books I & II			x			
Proteous Communication Development			x			
Diccionario Espanol - Follett			x			
E. D. L. Listen and Read						
Reading Lab [111a] No. 3-3900 DR	x					
English Step by Step	x					
English Pattern Drills (Mich. Univ. Press)			x			
English Sentence Patterns (Mich. Univ. Press)			x			
<u>Modern American English I/Related Tapes (Regents)</u>			x			
Modern American English II/Related Tapes (Regents)			x			
Pronunciation Exercises in English (Regents)			x			
Oral Pattern Drills in Fundamental English (Regents)			x			
Ingles Basico, Santiago de Chile			x			
Direct English Conversation for Foreign Students (Dixon)			x			
Dialogue - Lesson Plans - UCLA			x			

Materials Used in Basic Education Curriculum (continued)

Material	CC/JC	Diocese of Santa Rosa	Healds Colleges	San Hidalgo	Sweet-water	West Coast
A. <u>English/Language cont.</u>						
Readers Digest "Readings" I			x			
Readers Digest "Readings" II			x			
Language Master	x					
Language Master Cards:						
The Phonics Series, Set 1, 2 & 3	x					
Basic English Phonetics	x					
English Development Series, Set 1, 2, 3 & 4	x					
Language Stimulation Series, Set 1, 2 & 3	x					
Work-Picture Series [Elementary Set 1, 2 & 3]	x					
Vocabulary Series [High School Set 1, 2 & 3]						
Language Master Blank Cards	x					
Cards, Index, white unruled - 3x5	x					
Special Material	x					
3-Ring Notebook Binder w/index inserts	x					
B. <u>Mathematics</u>						
Purpose: Computational Skills						x
Numerical & Literacy Skills (4 Vols.) AIET						
Weekly Course Outlines (1) Math						
(2) Communications (WCVC)						
Working with Numbers (Stack & Vaughn)			x	x	x	
Universal Workbook Arithmetic - Gr. 5			x			
Transparency & Stencil						
Universal Workbook Arithmetic - Gr. 6						
Transparency & Stencil			x			
Sullivan Series Arithmetic						
Handouts Covering Basic Mathematics, Safety & Use of Tools			x			

Materials Used in Basic Education Curriculum (continued)

<u>Materials</u>	<u>CC/JC</u>	<u>Diocese of Santa Rosa</u>	<u>Healds Colleges</u>	<u>San Hidalgo</u>	<u>Sweet-water</u>	<u>West Coast</u>
<u>B. Mathematics cont.</u>						
Mathematic Skill Builder (Briggs)	x					
Making Mathematics Plain (Weber-McCormick-Mathers Co.)	x					
Test Book for Making Math Plain	x					
Arithmetic Flash Cards (Steck Co.)	x					
Printed Originals for Transparencies	x					
Projection Transparencies/Intermediate Sheets - Type 628	x					

<u>C. Teaching & Teaching Aids</u>						
<u>Purpose: Course Development</u>						
Teaching Job Skills (Clifford Dobson, State Dept. Ed.)	x	x	x	x	x	x
Curriculum Guide to Adult Basic Education	x	x	x	x	x	x
Program Instruction in Linguistics (Buchanan)	x					
Manual for A-V Instruction						
A-V Instruction	x	x	x	x	x	x
Language Teaching (Lado)	x	x	x	x	x	x
Instructional Drawings (Set #1)	x	x	x	x	x	x
Instructional Drawings (Set #2)	x	x	x	x	x	x
Instructional Drawings (Set #3)	x	x	x	x	x	x
EOC Instructional Material (22 Books & Brochures)	x	x	x	x	x	x
Aids to Educators (Gen. Motors)	x	x	x	x	x	x
Teaching ESL (Allen)						
Helping People Learn English (Stevick)						
Weekly Class Schedule Charts (2) (Healds Colleges)	x	x	x	x	x	x

Materials Used in Basic Education Curriculum (continued)

CC/JC Diocese of Santa Rosa Healds San Sweet- West
Materials Colleges Hidalgo water Coast

C. Teaching & Teaching Aids cont.

Teachers Workbook (Thorndike) x x
 Audio Visual Methods in Teaching (Dale) x x
 Process of Education (Bruner) x x
 Aims of Education (Whitehead) x x
 Great Teachers (Peterson) x x
 Teacher (Ashton-Warner) x x
 Handbook for Teachers of English x x
 Servo Test x x
 East Bay Skill Center Tests x x
 Bibliography Rel. to Teaching and Learning x x

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ESL

Teaching English as a Foreign Language
 (Instituto Mexicano Norteamericano de
 Relaciones Culturales, A. C., Hamburgo
 115 Mexico 6 D.F. - Dr. Robert Young)
 Set of Records to accompany Text (above) x x
 Basic Materials for the Teaching of English
 as a Second Language, Vols. I & II (New
 Haven Unified School District, Union City,
 Ca.) x
 Various Teaching Materials - UCLA
Aids to Educators x x

D. Industrial and Vocational

Purpose: Job Communication
 Untapped Manpower (Katz, American Institute
 Engl. & Techn.) x x
 Your First Job (Mind, Inc.) x x

Materials Used in Basic Education Curriculum (continued)

Materials	CC/JC	Diocese of Santa Rosa	Healds Colleges	San Hidalgo	Sweet- water	West Coast
D. Industrial and Vocational cont.						
Ind. Arts Curriculum Manuals (7 books)	x		x		x	x
Abrasives & Grinding Wheels (Norton Co.)	x	x	x	x	x	x
Primer on Grinding Wheel Safety (Norton Co.)	x	x	x	x	x	x
ABC's of Hand Tools (Gen. Motors)	x	x	x	x	x	x
Proposed Class Schedule for Pre-Vocational Section of M-A Monolingual Program	x	x	x	x	x	x
Ind. Arts Public Bulletin (Dept. of Education) & Assembly Bill #95	x	x	x	x	x	x
Electrical Circuit Experiment Work Sheet Developing Voc. Instruction						x
Standard Handbook for Secretaries (Hutchinson) Guide for Planning & Equipping Ind. Arts Shops Learning to Read Mechanical Drawings (Bennett) Can I Get the Job - w/Audio Visual Film (G. M. Corp.)	x		x			x
A to Zero of Refrigeration - w/Audio Visual Film (G. M. Corp.)			x			
Machines and Work, Grades 5-9 Tool Identification Kit (Interstate Co.) Hardware I. D. Kit (Interstate Co.)			x			
Electrical I. D. Kit (Interstate Co.) Machinery Shop & Technology I. D. Kit (Interstate Co.)			x			
Basic Electronic I. D. Kit (Interstate Co.) Map Reading U.S. - Grades 4, 5, 6 Machines & Work - Grades 5-9 Defense Language Institute English Language Materiel Program: Texts, Tests, Tapes, Teachers' Guides			x			x

Materials Used in Basic Education Curriculum (continued)

<u>Materials</u>		<u>CC/JC</u>	<u>Diocese of Santa Rosa</u>	<u>Healds Colleges</u>	<u>San Hidalgo</u>	<u>Sweet-water</u>	<u>West Coast</u>
<u>E. Films</u>							
Purpose: Support Instruction							
UC Film Catalog		x		x			x
Gen. Motors Film Catalog		x		x			x
Various Vocational Type Films (G. M. Corp.)			x			x	
How To Study #3700				x			
Men At Work #2624							x
English Language - Story of Its Development #4377							x
Spanish Influence in U.S.A. #5006							x
Mathematics for Tomorrow #6573							x
Tape-recording for Instructors #3260							x
Demonstration of a New Strategy in Language Teaching #6688							
Language Teaching in Context #6607							x
Your Voice #4178							x
Maintaining Classroom Discussion #4750							x
Modern Technique in Language Teaching #5799							x
Nature of Language #5796							x
Organization of Language #5699							x
Sounds of Language #5797							x
Words & Their Meanings #5798							x
TIME		x					
Story of Weights & Measures		x					
Donald in Mathemagic Land		x					
Earliest Numbers		x					
Origin of Mathematics		x					
Understanding the Physical World Through Measurement		x					
Basic Electricity, Capacitance		x					

Materials Used in Basic Education Curriculum (continued)

	CC/JC	Diocese of <u>Santa Rosa</u>	Healds <u>Colleges</u>	San <u>Hidalgo</u>	Sweet- <u>water</u>	West <u>Coast</u>
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Materials

E. Films cont.

Films covering Personnel Training, Health,
Safety, U.S. History

x

F. Original Materials

Purpose: Support Instruction

Segments of English (Miss Ramos)

Pictorial Illustrations (Mr. Madrigal)

Materials for Shop Work - Sheet Metal - Welding -

Wood - Electricity (alarms & extension cords)

blue print reading

x

x

x

G. Cultural

Purpose: Motivation

Children of Sanchez (Lewis)

Against American Grain (McDonald)

The Aztec, Man and Tribe (von Hagen)

World of the Maya (von Hagen)

The Realm of the Incas (von Hagen)

Understanding Other Cultures (Brown)

Hereditry, Race and Society (Dunn)

Our American Way of Life (Book No. M 161 - '65,

U.S. Government Printing Office)

Laymans' Guide to Individual Rights Under the

U.S. Constitution (Supt. of Doc., G.P.O.)

Civil Rights & Liberties (Mooney; Holt, Rinehart

& Winston)

x

x

x

x

x

x

x

x

x

x

Materials Used in Basic Education Curriculum (continued)

<u>Materials</u>	<u>CC/JC</u>	<u>Diocese of Santa Rosa</u>	<u>Healds Colleges</u>	<u>San Hidalgo</u>	<u>Sweet- water</u>	<u>West Coast</u>
<u>G. Cultural cont.</u>						
Human Rights in the U.S. (Stan. Oxford Book Co.)	x					
Magruder's American Government (Oregon State Univ.)			x			
Interesting Places U.S.A. Grades 4, 5, 6			x			
<u>H. Miscellaneous/Additional</u>						
Purpose: Support Instruction						x
Comprehensive High School (Conant)						
Homework Handouts						
Application blanks, W-2 forms - pamphlets on	x					
Various topics	x					
First Aid for Beginners (American Red Cross)	x					
You and the Law (Crabtree, Holt, Rinehart, Winston)	x					
Economics of Our Times (Smith & Augustus)	x					
Consumer Economics, 2nd Ed. (Wilhelms-Hermer)	x					
Work Book for Above	x					
Summerhill (Neill)						x
Folkways (Summer)						x
Driver Education Manuals (Motor Vehicle Dept. Ca.)			x			
How to be a Wise Consumer (Cass)			x			
The Human Body - Grades 5-9			x			

APPENDIX E. RECOMMENDATIONS - MATERIAL

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Cultural Background

FILMSTRIPS

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- "Spanish Explorations in the Southeast U.S." 60-A
(Ponce de Leon, Narvaez, De Soto)
- "Spanish Explorations in the Southwest U.S." 60-C
(Coronado and De Soto, Cabezo de Vaca)
- "The Story of the Spanish-speaking American" 191-D

San Jose State College Visual Aid Department-San Jose, California

- "Land of Mexico" S-1515 - 61 frames B/W
- "Family of Mexico" S-2792 - 47 frames, Col. (1962)
- "Towns and Cities in Mexico" - 46 frames, S-2825 Col. (1957)
- "Farmers of Mexico" S-2823 - 45 frames, Col.
- "Mexican Children" S-0055 - 73 frames B/W
- "Ranch in Northern Mexico" S-2824 - 45 frames, Col. (1957)
- "Market Day at Cusco" FS-0824 - 39 frames, Col. (1951)
- "Maya of Yucatan" S-1965 - 40 frames, Col.
- "Mexico" (Still Films) S-1354 B/W - 64 frames
- "Mexico" (Young America films) S-0412 - 36 frames B/W
- "Heritage of the Maya" S-0007 - 46 frames, Col.

Society for Visual Education, Inc. - 1345 Diversey Parkway, Chicago 14, Ill.

- "Christmas in Mexico" (with SVE reading Script & Utilization Guide)
A-848-2 - Comes with 33 RPM record of narra-
tion.

FILMS

These films obtainable on rental basis from:

University of California
Extension Media Center
2223 Fulton Street
Berkeley, California 94720

4222	Fisher Folk of Lake Patzcuaro	Color	18 min.	\$6.00
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Presents Tarascan Indians and their island homes--taking ducks in flight with spear and primitive throwing stick--butterfly nets in actual operation--a drag net crew as they take in their catch--coming to market in dugout canoes the markets--ancient barter methods where no money is used--complete, intimate and sympathetic coverage of the life of these primitive people.
(Classroom Film Distributors)

3406	Guadalajara	Color	18 min.	\$6.00
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A tour through colorful Guadalajara, Mexico's second largest city. Highlights include famous churches, objects of art, a potter at work, and scenes of Mazatlan, a nearby coastal town. Narrated by Walter Abel. (United World)

2	Mexico City Pattern for Progress	Color	17 min.	\$9.00
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One of the world's greatest capitals and third largest city in the western hemisphere, Mexico City is today setting a pace of civic and industrial progress second to none in the Latin American nations. Founded in 1521, Mexico City has grown from a colonial outpost built upon the ruins of the Aztec empire to a city of more than four million inhabitants working proudly to make their capital a still greater symbol of the progress of Mexico.
(Hoeftler-Disney Productions)

2507	Mexico		12 min.	\$1.50
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Scenic beauties of country: Pyramid of the Sun, Floating Gardens of Xochimilco, Popocatepetl, Mexico City, ancient and modern. Industries: pottery making, rope making, ancient Indian fishing methods, market place. Pastimes: fiesta, rodeo, wayside shrines, bull fight. (United World)

6145	Yucatan--Land of Maya	Color	17 min.	\$9.00
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The semi-tropical lowland peninsula of Yucatan contributes richly to the economy of Mexico. Here is the center of the sisal industry. Warm coastal waters provide an abundance of fish for its processing plants and markets. Modern cities reflect 20th Century progress. Yucatan is also the home of the ancient Mayas. These people built great cities of stone and developed

a calendar, a system of mathematics, and a civilization that has been the center of study by scientists for more than a century. Why these ancient cities were abandoned is a puzzle that remains unsolved. (Paul Hoefer--Disney Production)

2782	Mexico, Land of Color and Contrast	Color	16 min.	\$7.00
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This film is intended to stimulate interest in Mexico, its people and its history. It shows the ancient and historic villages in the central highlands, Queretaro, San Miguel de Allende, and Guanajuato; and picturesque Taxco, world-famous for its silver, celebrating a holiday; the Indian market at Toluca with a special look at the pottery and reed mat (petate) sections. The film contrasts these old towns and rural markets with modern, cosmopolitan Mexico City and the fabulous new university. Included are scenes of one of the old haciendas, now a modern resort; and the beautiful Floating Gardens of Xochimilco. The film combines scenes and information about these places and highlights such historic figures as Montezuma, Cortez, Borda, Allende, Hidalgo, Maximilian and Carlotta, and Juarez, and their roles in the country's history. (Neubacher Productions)

6939	Pablo, Un Nino de Mexico	Color	22 min	\$14.50
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The story of a young Mexican boy presents a view of daily life in a Mexican village, plus insights into educational programs and religious beliefs. The film presents a true image of person and place, providing an opportunity for the study of cultural differences. The film is designed for use in Spanish classes in the third-year junior high program, second-year high school program, and above. (Encyclopaedia Britannica Films)

6489	Maya through the Ages	Color	45 min.	\$16.00
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The brilliant achievements of the ancient Maya civilization of southern Mexico, Guatemala, and Honduras are reviewed in contrast to the state of its modern descendents, including an almost extinct tribe, the Lacadons, who in 1946 were discovered living in the jungle under very primitive conditions by photographer-anthropologist Giles Healey. (Willard Pictures, Inc.)

3842	Mexican Hacienda	Color	10 min.	\$4.00
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This film shows the life lived today on a large Mexican hacienda in an isolated valley far from civilization. Since everything from the outside world must be carried over high mountains, over crude trails, there is little or no modern machinery. Most of the work is done by hand as it has been done for over a hundred years. It shows the people tilling the fields with primitive plows, making butter and cheese, and the designing and weaving of the native blankets from unwashed wool. Practically the only contact they have with the outside world is when they bring their blankets to the railroad station to sell them to the tourists. (Hollywood Film Enterprises.)

2594	Spanish Conquest of the New World	10 min.	\$4.00
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An overview of Spain's activities in the New World in the Age of Exploration and Colonization. The achievements of her empire-builders--Cortez, Pizarro, Balboa, De Soto and others--are presented in map-animation, in scenes of the native cultures that were overthrown or absorbed, and in camera explorations of the Spanish cities and the Spanish way of life that left a permanent imprint on vast sections of the Western Hemisphere.
(Coronet)

6392	Sun and Dust, Part I	Color	23 min.	\$10.00
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American traveller takes us on a color-venture to Mexico. An introduction compares the old and new in Mexico today. Cactus and its many uses are shown, and at Papntla we observe the processing of vanilla. At Fortin a gardenia pool is glimpsed; coffee growing and processing are seen in the Jalapa area; and tile-making is shown at Pueblo. (International Film Bureau)

6393	Sun and Dust, Part II	Color	23 min.	\$10.00
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The visit to Mexico continues with views of monumental ruins, including the Pyramid of the Sun. A brief visit to the bullfights; market and weaving activities at San Cristobal; silversmiths at work at Taxco; an unusual cemetery at Guanajuato, and the El Salto Falls are among the many features of this film. (International Film Bureau)

4561	World Without End	45 min.	\$10.00
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This story of the work of UNESCO and three other UN agencies was filmed in Mexico and Thailand (Siam) where the people differ in religion, language and culture--and are alike in their pain and hunger, their dependence on the land, their love of music and dancing, and their deep human appeal. The effort to alleviate their poverty and illness provides the theme which unifies this picture of the world's knowledge of medicine, agriculture and education at work for the peoples of the world. Directed by Paul Rotha and Basil Wright for UNESCO. (Brandon Films)

6567	Ancient New World	Color	16 min.	\$10.00
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A film describing the rise of civilizations in middle America, creatively presented with authentic pre-Columbian art objects and animation. Shows evidence of the arrival of man from Asia and his change from hunting to agriculture. The early development of cultures on the Mexican plateau is concisely presented. The mystery of the rise and decline of the Mayans, and the final flowering of the Aztecs before Cortez, are visualized.
(Churchill Films)

6718	Arts and Crafts of Mexico, Part 1	Color	14 min.	\$8.50
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Designed to help students understand the Mexican people through appreciation of their arts and crafts, the film reveals that modern-day Mexico is still a land of artisans proud of their ability to make objects that are classically beautiful as well as useful. Emphasizes the ancient crafts of pottery making and weaving. (Encyclopaedia Britannica Films)

6719	Arts and Crafts of Mexico, Part 2	Color	11 min.	\$7.00
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Reveals a variety of places, skills, and traditions which are all part of the story of the Mexican craftsman at work. Shows distinctive crafts such as embroidery, basketry, onyx carving, wood carving, guitar-making, glass-making, silverwork, and the special craft of making spurs and equipment for horses. (Encyclopaedia Britannica Films)

2960	Aztecs	Color	10 min.	\$5.00
------	--------	-------	---------	--------

Reconstructing some of the most significant characteristics of pre-Aztec and Aztec civilization, the film explores notable ruins, carvings, and murals which depict this culture. Religion is found to have played an important role in the lives of the Aztec people, and the re-enactment at Teotihuacan of a religious ceremony, as it might have been performed in 1500, contributes further to an understanding of the Aztec civilization. (Coronet)

Available from:

Coronet Films, Craig Corporation
3410 South La Cienega Boulevard
Los Angeles, California

Coronet Films, Craig Corporation
215 Littlefield Avenue
South San Francisco, California

"Early American Civilizations" (Mayan, Aztec, Incan) - 13½ min.
Art objects, ruins and restorations which attest to highly developed civilizations.

"Spanish Influence in the United States" - 11 min.
Our Spanish heritage as reflected in religion, architecture, ranching and dress.

JOB COUNSELING FILMS

What Job for Me?	McGraw Hill
Remedial Reading with Vocational Emphasis	McGraw Hill
Vocational Counseling Films Big Question - Choosing Your Career	Associated Films, Inc.
The Employment Interview	Personnel Management Series, University of Utah, Salt Lake City, Utah
Finding Your Life Work	Life Work Series, University of Utah, Salt Lake City, Utah
Manner of Speaking	Bell Telephone Company
Personal Qualities for Job Success	Mt. Plains Film Library, University of Utah, Salt Lake City, Utah
Personality Conflicts	Plant Supervisor's Series
Right at the Typewriter	IBM Corporation
You and Your Time You and Your Work	Mt. Plains Film Library, University of Utah, Salt Lake City, Utah

Materials developed by and available from "Project PREP", 40 North Fourth Street, San Jose, California.

DESCRIPTION

TAPE IA, LVL. I, DIALOGUES 1-2 3-4
TAPE IB, LVL. I, DIALOGUES 5-6 7-8
TAPE IC, LVL. I, DIALOGUES 9-10 11-12
TAPE ID, LVL. I, DIALOGUES 13-14-15-16
TAPE IE, LVL. I, DIALOGUES 17-18-19-20
TAPE 2A, LVL. II, DIALOGUES 1-2-3-4
TAPE 2B, LVL. II, DIALOGUES 5-6-7-8
TAPE 2D, LVL. II, DLS. 13-14-15-16
TAPE 2E, LVL. II, DLS. 17-18-19-20
TAPE P1, PRON. DRILLS, VOWELS
TAPE P2, PRON. DRILLS, CONSONANTS
TAPES P3, PRON. DRILLS, P. TENS VB.
TAPE T1, AURAL COMP. LVL 1, 1-10
TAPE T2, TEST, AUR. COMP. LVL. I, 11-20
TAPE T3, TEST, AURAL COMPR., LEVEL II, 1-10
TAPE T4, TEST, AURAL COMPR., LEVEL II, 11-20
TAPE, BLANK
Level I, DIALOGUE #
LEVEL II, DIALOGUE #
FLASH CARD SET i/t/a

DESCRIPTION

LEARNING AM. ENGLISH EXERCISES:

EXERCISE NO: ON PAGE:

EXERCISE NO: ON PAGE:

UNIT TEST, LEVEL I, WRITTEN

BOOKS AND WORKBOOKS

ENGLISH THROUGH PICTURES, LVL I

MOTT SRS. 300 NUMBERS & MONEY

MOTT SRS. 300-A LEVEL I

MOTT SRS. 300-B LEVEL I

MOTT SRS. WORD BANK LEVEL I

THE LOPEZ FAMILY LEVEL I

i/t/a SERIES READERS LEVEL I

SULLIVAN READERS BK I BK 2 BK 3

FAMILY LIFE IN U.S.A. LEVEL II

MASTERING SPKN. ENGL. LEVEL II WKBK

LEARNING AM. ENGLISH LEVEL II WKBK

YOU AND YOUR MONEY LEVEL II

HOW TO BE A WISE CONSUMER LEVEL II

UNDERSTANDING ARITHMETIC

HEALTH

NUTRITION-SEWING

DRIVER EDUCATION

DICTIONARY, SPAN-ENGL/ENGL-SPAN.

CITIZENSHIP

A/V EQUIPMENT

EQUIPMENT SUGGESTED FOR INSTRUCTION			
GRADE LEVEL	TYPE OF MATERIAL	NAME OF MATERIAL	APPLICABILITY TO THE TARGET GROUP
Audio-Visual Equipment	Film Projector (used)	RCA	Used to show rental films in English, Driver Education, Citizenship, and Health Education classes.
Audio-Visual	Film Projector	Victor	" "
Audio-Visual	Filmstrip Projectors (2)	Viewflex	Used to show rental film strips, slides, in Driver Education, English programs.
Audio-Visual	Tape Recorders (10)	Audiotronic	Used in English classes. All dialogues are recorded and duplicated. The students hear and repeat with the master track. Then they record on the second track, so that they may compare themselves with the master. The taped lessons also assist in bringing new students up to the level of the class. They are also useful for students who have been absent, or for students to work at their individual rates. Tapes are used to evaluate student progress. Students are recorded when they enroll, and later on specified dates.
Audio-Visual	Tape Recorders (15)	Sony	
Audio-Visual	Listening Posts (25 boxes of 8 head set earphones each)	Audiotronic	
Audio-Visual	Language Master and cards	Language Master	This machine is used with a card, containing a descriptive illustration, a printed sentence, a recorded sentence and a blank strip of tape on which the student records. There are 5 sets of cards, including 4 sets on English as a Second Language, and one set on Technical and Industrial Vocabulary.
Audio-Visual	Tape Recordings	Level I, Dialogues 1-20 Level II, Dialogues 1-20 Pronunciation Drills 16	Pre-recorded dialogues, pattern drills, variations, on English lessons on realistic situations. Pronunciation drills are pre-recorded exercises on American English sounds which differ from Spanish sounds.

EQUIPMENT SUGGESTED FOR INSTRUCTION				
GRADE LEVEL	TYPE OF MATERIAL	NAME OF MATERIAL	APPLICABILITY TO THE TARGET GROUP	
Audio-Visual Equipment	Sound-Scriber and disks	Edison Sound-Scriber	Makes inexpensive vinyl records of taped lessons for students' home study, or for use in English classes.	
Audio-Visual Equipment	Telephones	Bell Teletrainer	Regulation telephones which have dial tones, bells busy and out-of-order signals. Used in English classes to train students in use of telephone.	
Audio-Visual	Phonographs (2)	Newcomb	Used in Driver Education classes to play discs accompanying film strips. Also used in English and Citizenship classes.	
Audio-Visual	Overhead Projector	Viewflex	Used to make transparencies for Driver Education English, Citizenship, and other classes.	
Sewing Classes	Sewing Machines (6)	Singer (donated)	Used in PREP sewing classes.	
Audio-Visual	Flannel Boards & cut outs	Flannel Boards	Contain cut out figures of people, buildings, words, numbers, for use in English classes.	
Audio-Visual	Chalk Boards		These were made by semi-professionals in Area C for use in migrant camps without class room facilities.	
Audio-Visual	Cards	Stick figure cards (Made by volunteers)	Sets of cards illustrating common objects, parts of speech, for use in English classes to stimulate conversation, vocabulary development, writing.	
Audio-Visual	Charts	Dialogue charts	Sets of photographs illustrating dialogues for use in English classes in teaching dialogues, conversation, vocabulary development, writing.	
Elementary English, Level I & II	Exercises	Dialogue Exercises -17	Written exercises to accompany dialogues, provides opportunity for students to write what they hear and speak.	

RECOMMENDATIONS - INDIVIDUAL MEASUREMENT

Tests and Test Administration

TEST NAME	TYPE OF TEST	TEST ADMINISTERED BY	APPLICABILITY TO TARGET GROUP
PREP Questions for Determining Level	Placement	Teachers, Curriculum Coordinator	Use to group students for teaching purposes.
PREP Written Test Level I	Achievement	Teachers	Measures achievement in English. Points out items necessary to review.
PREP Written Test Level II	Achievement	Teachers	Measures achievement in Level II, points out items necessary to review. Also used as means to evaluate readiness for further training in adult education.
PREP Listening Comprehension, Level I Unit 4	Comprehension, Achievement	Teachers	Measures students' comprehension of English and recognition of correct structure and vocabulary.
Unit 8	Comprehension, Achievement	Teachers	
Unit 12	Comprehension, Achievement	Teachers	
Note: Level I tests also include Unit 16 & 20. Level II tests include: Units 4, 8, 12, 16, & 20 in comprehension, as well as 10 tests in oral production and aural comprehension.	Achievement	Teachers	Measures students' ability to comprehend and to speak English.
California Achievement Test	Achievement, Placement	Teachers	Measures achievement in arithmetic, spelling, reading comprehension and vocabulary.

TEST NAME	TYPE OF TEST	TEST ADMINISTERED BY	APPLICABILITY TO TARGET GROUP
GEIST Picture Interest Inventory	Vocational Interest	Counselor- Teacher	Available in Spanish-- indicates areas of interest and/or aptitude for vocational training for both men and women.
P. T. I. Oral Directions	Vocational Aptitude	Counselor- Teacher	Measures aptitude and ability to follow oral directions. Designed for individuals with little formal education.
Test de Comprension Mecanica	Vocational Aptitude	Counselor- Teacher	Available in Spanish. Mea- sures mechanical aptitude. Designed for individuals with little formal education.

RECOMMENDATIONS - INDIVIDUAL MEASUREMENT

Tests

1. California Achievement Test - California Testing Bureau
Del Monte Research Industrial Park
Monterey, California
2. G. A. T. B. - United States Department of Labor
(General Aptitude Test
Battery)
3. Kuder - Science Research Associates
(To be used as an inter-
viewing guide by the
Spanish-speaking Teaching
Aides) 259 East Erie Street
Chicago, Illinois
4. Interest Check List - United States Department of Labor
5. S. R. A. - Science Research Associates
(Finger & Manual Dexterity) 259 East Erie Street
Chicago, Illinois
6. PTI Oral Direction Test - The Psychological Corporation
(Designed for applicants
who are limited in education
and ability to speak English.
It provides a measure of
ability to understand oral
directions.) 304 East 45th Street
New York 17, New York

RECOMMENDATIONS - INDIVIDUAL MEASUREMENT

BASIC EDUCATION
TESTS

	READING	LANGUAGE ARTS	ARITHMETIC
LEVEL I	Gray-Oral Reading Test Durrell-Analysis of Reading Difficulty Primer & Pre-Primer California Achievement Tests - Complete Battery (Grades 1 and 2)	CELT-A Comprehensive English Test for Speakers of English as a Second Language Chicago Non-Verbal Examination	Wide Range Achievement Test BARSIT-Barranquilla Rapid Survey Intelligence Test Arithmetic Section
LEVEL II	Gray-Oral Reading Test Durrell-Analysis of Reading Difficulty Intermediate Level California Achievement Tests-Complete Battery (Grades 2-4 Upper Grades)	U.S. Department of Justice, Naturalization Division, Citizenship Examination	Wide Range Achievement Test
LEVEL III	Gray-Oral Reading Test	Iowa Pupil Test of Basic Skills, Language Area	
(EMPLOYMENT PRE-PARATION)	Geist Picture Interest Inventory (Men and Women) P.T.I. Oral Directions Test Test de Comprension Mecanica		
	DRIVER EDUCATION AND TRAINING		
	Department of Motor Vehicles, Examination on California Vehicle Code Department of Motor Vehicles, Driver's Test		

APPENDIX F.

Sample Forms Used In Counseling

CENTRO PRE-VOCATIONAL
2834 E. Whittier Blvd.
Los Angeles, California
90023

Counselor: _____ PERSONAL CONFERENCE Date: _____

Trainee: _____

I. PERSONAL CHARACTERISTICS:

A. Attitude: Positive: _____ Favorable: _____ Non-Favorable: _____ Negative: _____

B. Cooperation: Very Reliable: _____ Reliable: _____ Procrastinates: _____ Undependable: _____

C. Personal Grooming: Superior: _____ Pleasing: _____ Acceptable: _____ Non-Acceptable: _____

D. Health: Excellent: _____ Very Good: _____ Good: _____ Fair: _____ Poor: _____

Reason: (if any) _____

E. Social Behavior: (Check 2)

1. Boisterous: _____ 2. Pleasing: _____ 3. Quiet: _____ 4. Very Shy: _____

5. Very Friendly: _____ 6. Friendly: _____ 7. (Friendly at times) _____ 8. Anti-Social _____

II. PERSONAL INTERESTS (Goals)

A. Occupation: _____

B. Domestic: _____

III. HOBBIES: _____

IV. Why did you come to the United States? (1st appointment only) _____

V. What do you expect from this program? _____

VI. Problems (Domestic, other): _____

1. Referred to: _____

VII. Personal Comments (Program - last appointment only): _____

CENTRO PRE-VOCACIONAL

ATTENDANCE RECORD

NAME	REMARKS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
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21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	

CODE: A-Absent; @-Ex-Absent; T-Tardy; (T)-Ex-Tardy; DO-Dropout

Note: Counselors kept the attendance records in the Los Angeles projects

Sample Forms Used In Counseling

CENTRO PRE-VOCATIONAL

COUNSELOR ADVISEMENT REQUEST

Student Name: _____ Teacher's Name: _____

Date: _____ Class: _____

Reason for Request: _____

Counselor Remarks: _____

Counselor Signature: _____

TIME STUDENT LEFT: _____ Teacher's Initials: _____

TIME STUDENT RETURNED: _____ Date: _____

COUNSELOR SIGNATURE: _____

STUDENT NAME: _____

CENTRO PRE-VOCATIONAL

APPENDIX G

Sample List of Placements Made by One Community Organization (not related to study sample)

<u>NAME OF EMPLOYING COMPANY</u>	<u>NO. OF TRAINEES HIRED</u>	<u>OCCUPATION</u>
SCIENTIFIC DATA SYSTEMS	18	electronic assembly
SCIENTIFIC DATA SYSTEMS	18	electronic assembly
SCIENTIFIC DATA SYSTEMS	14	electronic assembly
SCIENTIFIC DATA SYSTEMS	18	electronic assembly
SCIENTIFIC DATA SYSTEMS	12	electronic assembly
DE ROSA LAMPARTS	1	retail clerk
ANAHEIM MFG. COMPANY	2	assembler line
T & T IRON WORKS	1	fabricator-assembly
CALIFORNIA EXPEDITERS	6	stock, dist. ship C
THE JOHN LENTZ COMPANY	1	fabricator assembly
PAN AMERICAN NATIONAL BANK	1	switchboard operator
SIMS PRECISION DEBURRING	9	metal finishers -6 grinder, gear -3
TEC MAGNETICS	1	electronic assembly
SO. COUNTIES BLDG. MAINT.	20	janitor II
BERNARD MEATS	1	meat clerk
ALADDIN FLORIST	1	salesperson
DECOR DOORS	6	spindle carver
ACTIVE TERMITE CONTROL	2	termite treat. -1 clerk, gen. office - 1
CHEMICAL ENGINEERS T CONTROL	1	termite T trainee
AMERICAN ELECTRIC INC.	45	assem. fuel tanks
FUN STRIDERS	6	sandal parts assembly
ELECTRO OPTICAL SYSTEMS, INC.	20	opto-mechanical assembly
CONSUMER CREDIT CLEARANCE	20	credit clerk
INDIO VETERINARY HOSPITAL	1	veterinary lab. tech.
WHITE GARAGE	1	tune-up man
AUTONETICS-DIV. NO.		
AMERICAN ROCK	6	clerk general office
VALLEY MEMORIAL HOSPITAL	3	custodian
E. F. M. C. CORPORATION	15	fiberglass laminator
HARMON PRECISION PRODUCTS	2	lathe operator prod.
PHILIPS INDUSTRIES OF CALIFORNIA	15	production line assembly
CONTINENTAL BAKING COMPANY	2	equipment cleaner
MAYOV LABORATORIES	4	salesperson
ALPHA TRAILER COMPANY	5	trailer assembler
BLVD. BLACKSMITH & WELDING WORKS	1	fabricator assembly
J. C. CLARK COMPANY, INC.	1	production machine
DARCY INDUSTRIES, INC.	7	electro-mechanic assembly
PRODUCTS ENGINEERING	6	machine set-up operator
COLE BATTERY & IGNITION SERVICE	1	electric motor assembly and tester

APPENDIX G, (continued)

<u>NAME OF EMPLOYING COMPANY</u>	<u>NO. OF TRAINEES HIRED</u>	<u>OCCUPATION</u>
SUZY BELL FARMS	7	assembly repairman farm equip. operator
B & Z ELECTRIC CAR	2	fabricator assembly
LOVEQUIST ENTERPRISES	1	engine lathe set-up operator
VORTOX MFG.	3	production clean-up filer-prod. packer
VORTOX MFG.	4	
PRICE PFISTER	30	
CALIF. SHELL COMPANY	1	gasket assembly
CALIFORNIA REGISTER CORPORATION	4	calibrator resistors-2 coil winder hand. -2
GALE & THOMPSON, INC.	2	boring machine set-up operator
PRECISION DIPBRAZE DIVISION OF REPUBLIC CORPORATION	3	drill press set-up operator - 1 grinder operator surface tool - 2
GARRETT CORPORATION	10	drill press operator-5 grinder operator internal tool - 5
FORMAN FOTO	2	paco machine operator
CALIFORNIA SHELL COMPANY	1	casket assembly
LEEPER'S 76 SERVICE STATION	2	service station attendant
FOURTUNED EXHAUST MFG.	1	order detailer
G & B MANUFACTURING, INC.	10	grinder puller trimmer

CENTRO PRE-VOCACIONAL

Group: _____

[illegible]

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CENTRO PRE-VOCACIONAL
2834 E. Whittier Blvd.
Los Angeles, California
90023

NAME: _____

DATE: _____

STUDENT READINESS SHEET

(1) Language Instructor: _____

(2) Math Instructor: _____

(3) Pre-Vocational Instructor: _____

	(1) <u>LANGUAGE</u>		(2) <u>MATH</u>		(3) <u>PRE-VOCATIONAL</u>	
	ORAL	NON-ORAL	COMPREHENSION	ORAL	MECHANICAL APTITUDE	ORAL
EXCELLENT						
VERY GOOD						
GOOD						
FAIR						
POOR						

Legend

- ✓ - Excellent
- + - Fair
- - Poor

Additional Information:

(a) Language: _____

(b) Mathematics: _____

(c) Pre-Vocational: _____

(d) Counselor Comments: _____

Counselor: _____

CENTRO PRE-VOCACIONAL
2834 E. Whittier Blvd.
Los Angeles, California
90023

M A O F REPRESENTATIVE INTERVIEW

- (1) Interviewer: _____
- (2) Interviewee: _____
- (3) Type of Training: _____
- (4) Date Interviewed: _____
- (5) Accepted: _____ Not Accepted: _____
- (6) Reason: _____
- (a) Language: _____
- (b) Mathematics: _____
- (c) Pre-Vocational: _____
- (d) Other: _____
- (7) Additional Information:
- _____
- _____
- _____

CENTRO PRE-VOCACIONAL
2834 E. Whittier Blvd.
Los Angeles, California
90023

TRAINING DESCRIPTION INFORMATION

- (1) Type of Training (Job Title): _____
- (2) Nature of Work (auto, electronics etc.): _____
- (3) Number of Trainees Needed: _____ Male: _____ Female: _____
- (4) Name of Firm: _____ Contact: _____
- (5) Address: _____ Location (Bell, etc.): _____
- (6) Date Needed: _____ Wages: Start _____ Final _____
- (7) Time Needed: _____ Shift: _____
- (8) Special Requirements: _____
- (9) Does position require American Citizenship? Yes _____ No _____
- (10) Name and title of person giving information (MAOF): _____
- (a) Name: _____
- (b) Title: _____
- (11) Additional Information: _____
- _____
- _____
- _____
- (12) Person Receiving Call: _____
- Date Received: _____
- Time Received: _____

APPENDIX I

Samples of Public Information Materials

RADIO RELEASE:

November 17, 1967

Are you unemployed?

Having trouble finding work?

There is new hope for those who want a better job.

A program has been developed by the Mexican-American Unity Council with the United States Department of Labor called On-The-Job Training. This means learning a job skill - right on the job - with permanent work at the end of the training period.

Good jobs are being developed every day. We need trainees to fill them!

On-The-Job Training is a positive step forward for you!

Here is a chance to get a new skill - an opportunity to make more money and a better life for you and your family.

We have the jobs - we need the workers!

Apply immediately to:

Tri-County
Mexican-American Unity Council
21 West Laurel Drive, Suite S
Salinas, California
Hours: 9:00 AM - 6:00 PM
Weekdays & Saturdays
Telephone: 449-2457

In _____, contact your _____
_____ at _____
_____, telephone _____

RADIO RELEASE:

November 17, 1967

Si se encuentra sin trabajo?

Si tiene problemas para encontrar trabajo?

Hay una nueva esperanza para aquellos que deseen un trabajo mejor.

Un nuevo programa, llamado On-The-Job Training, ha sido desarrollado por el Mexican-American Unity Council junto con el United States Department of Labor, Esto significa aprender un nuevo oficio - en el mismo trabajo - con trabajo permanente al final del periodo de entrenamiento.

Buenos trabajos estan siendo desarrollados cada dia, pero necesitamos los aprendices para llenarlos!

On-The-Job Training es un positivo paso adelante para usted!

Aqui esta su oportunidad para aprender un nuevo oficio - una oportunidad para hacer mas dinero, y llevar una vida mejor para ustedes y su familia.

Nosotros tenemos los trabajos - pero necesitamos los trabajadores!

Aplique inmediatamente a:

Tri-County
Mexican-American Unity Council
21 West Laurel Drive, Suite S
Salinas, California
Horas: 9:00 AM - 6:00 PM
De lunes a sabado
Telefono: 449-2457

En _____, aplique en _____
_____ en _____
_____, telefono _____

O J T
ON-THE-JOB TRAINING
Under The
MANPOWER DEVELOPMENT AND TRAINING ACT

WHAT IS (OJT) ON-THE-JOB TRAINING?

What does it mean to the Trainee?

What does it mean to the Community?

What does it mean to the Employer?

TO THE TRAINEE - NEW HOPE

As a part of its employment program for minority applicants, the Tri-County Mexican-American Unity Council has developed with the U. S. Labor Department a program to help employ semi-skilled and unskilled job seekers.

The purpose of the program is to provide employment and training opportunities for job applicants who are having a difficult time competing in today's job market. The program is geared to decrease the chronically inflated unemployment rate among minority persons while meeting manpower needs.

It is designed to bring new hope to the many applicants who come to the Tri-County Mexican-American Unity Council eager to find permanent employment, but who often are below their capacity in job skills due to circumstances beyond their control.

Applicants placed by the Tri-County Mexican-American Unity Council's On-The-Job Training Project are almost without exception successful in remaining productive employees of the employer with whom they are placed. This is because the employer is able to train the applicant within his own place of business according to his own standards while being repaid for his training costs.

TO THE COMMUNITY - NEW MONEY

The Tri-County Mexican-American Unity Council's Job Development Program has stimulated literally hundreds of job seekers from all the Tri-County areas into making application with the Council office for employment and On-The-Job Training.

Applicants hired because of On-The-Job Training Programs are generally in urgent need of income to handle current expenses. Likewise, they have pent-up consumer demands that make them excellent customers for all businesses and services in the community. Furthermore, once successfully employed, the community is benefitted by reduced unemployment and welfare costs.

OJT (continued)

On-The-Job Training is a positive step our total community is taking to offer disadvantaged workers new hope and an opportunity to become more employable to help them retrain for new skills and upgrade their working and living level.

TO THE EMPLOYER - NEW CAREERS

An employer requires an employee to be properly trained in accordance with his standards and procedures, thereby reducing waste and inefficiency. In addition, he is contributing to the development of the trainee's full capacity and helping his business.

How is this done?

The Tri-County Mexican-American Unity Council OJT staff will develop a project with an employer and refer suggested trainees. The employer makes the final selection of trainees.

What kind of jobs?

Training is permissible in all occupational areas. An employer may train in several occupations simultaneously if he wishes.

How many can an employer hire for training?

An employer may train any number. The only stipulation is that there be a reasonable expectation of continuing employment once the trainee satisfactorily completes the training.

How is the employer affected in terms of obligation?

Under the terms of the Manpower Development and Training Act (MDTA) an employer may be directly reimbursed for training costs up to \$20 per week per trainee for training programs from one month to six months duration.

EMPLOYERS

The Tri-County Mexican-American Unity Council's On-The-Job Training staff will assist any employer in developing a training program to fit his need and will utilize its employment referral services for suggested trainees. Employers interested in discussing this program more fully should contact:

Tri-County
Mexican-American Unity Council
21 West Laurel Drive, Suite S
Salinas, California 93901
Telephone: 449-2457 or 2458

ALBERT OLIVEREZ
Project Director

WINSTON ELSTOB
Job Developer



UP JOB TRAINING PROGRAM

TRI-COUNTY M.A.U.C.

MEXICAN AMERICAN UNITY COUNCIL

SAN BENITO MONTEREY SANTA CRUZ

21 WEST LAUREL

SALINAS, CALIFORNIA 93901

(408) 449-2457



TRAINEE OPENINGS AS OF 11-27-67

TIREMAN	Salinas - Santa Cruz
AUTO DETAILER	Salinas
SHOE REPAIRMEN	Fort Ord
LEADERMEN	King City
MACHINE OPERATOR	Salinas (Computer)
OFFICE EQUIPMENT SALES	Salinas
WELDERS	Salinas
AUTOMOTIVE ELECTRICIANS	Salinas

OTHER JOB OPENINGS (experience required - non-trainee openings)

PROGRAMMER	Salinas (must have college degree)
KEY PUNCH OPERATOR	Salinas (experience only)
PRODUCT DEVELOPMENT	Seaside

APPLY AT THE ABOVE ADDRESS

Trainee openings are for unemployed or under-employed persons who are heads of households, and who are interested in learning a new skill and finding permanent employment.

APPENDIX J

Additional analysis of results of individual measurements applied to participants in the SERVO Projects operated in three adult schools of the Sweetwater Unified School District, San Diego County, are given here.

There is pre and post test information on two groups of students. A small group of six were given a pre test using the Upper Primary Form and a post test with the Elementary Form of California Achievement test. (Table 13.) A larger group of thirty-four students were given the Upper Primary for both pre and post test.

The small group of students reported on were the top members from two classes and were the first to be recommended for job training. These men had acquired the highest scores on the pre test and were considered capable enough to handle a more rigorous post test than the other students. Table 13 illustrates the highly effective grade level improvement made by these men. The use of different level test forms rules out the use of statistical treatment for this group. However, it is noteworthy that several years of grade level growth are indicated and that this was obtained after approximately ten weeks of instruction.

The larger group of thirty-four men tested with the same Upper Primary Level Form does lend itself to statistical treatment and Figures 8, 9, 10, 11, 12, and Tables 14 and 15 illustrate various aspects of their test behavior.

Table 14 shows the results of pre and post testing with the California Achievement Test, Elementary Level, Form X. Thirty-four students were included in this study. The mean average weeks of instruction for the group is 18.4 and the mean average age is 40.65.

Figure 8 shows the pre and post level scores for each subtest. The difference of raw scores for Reading, Language and Total Battery is significant at .001 level. There is need for comparison groups to determine how significant the post test scores are.

Figures 9, 10, 11, 12, are scatterplots that graphically illustrate the raw score gains made by the students on the post test. Pre and Post test comparisons were made for Reading, Arithmetic, Language,

TABLE 13.

Mean scores based on six SERVO students* taking California Achievement Test, Upper Primary Level Form X for pre test and California Achievement Test, Elementary Level Form X for post test. Instructional time between tests is approximately 10 weeks.

<u>Achievement Test</u>	UPPER PRIMARY (H2 - 3 - L4)	ELEMENTARY (4 - 5 - 6)
	<u>Pre Test Grade Level</u>	<u>Post Test Grade Level</u>
Reading Vocabulary	4.0	5.3
Reading Comprehension	3.5	5.2
Total Reading	3.7	5.3
	Range 2.9 - 4.2	Range 4.2 - 6.5
Arithmetic Reasoning	4.3	5.3
Arithmetic Fundamentals	4.9	7.1
Total Arithmetic	4.7	7.7
	Range 4.9 - 4.9	Range 6.9 - 8.2
Mechanics of English	3.9	4.7
Spelling	4.4	5.0
Total Language	4.0	4.7
	Range 3.4 - 4.3	Range 3.8 - 6.1
Total Battery	4.2	6.0
	Range 3.8 - 4.5	Range 5.3 - 6.9

* This experimental group comprised the "top" students in the groups.

TABLE 14

Pre and Post grade level mean scores based on thirty-four SERVO students taking California Achievement Test, Upper Primary Level Form X. Instructional time between tests is approximately 16 weeks.

<u>Achievement Test</u>	<u>Pre Test Grade Level</u>	<u>Post Test Grade Level</u>
Reading Vocabulary	2.8	3.4
Reading Comprehension	2.2	2.9
Total Reading	2.4	3.1
Range 1.0 - 3.8		Range 1.6 - 4.1
Arithmetic Reasoning	3.5	3.8
Arithmetic Fundamentals	3.8	3.9
Total Arithmetic	4.2	4.3
Range 2.5 - 4.8		Range 3.5 - 5.0
Mechanics of English	2.5	3.4
Spelling	2.4	3.3
Total Language	2.5	3.2
Range 1.0 - 3.8		Range 1.0 - 4.5
Total Battery	3.4	3.7
Range 1.7 - 4.1		Range 2.6 - 4.5

and Full Battery. In one individual situation a student was unable to get any correct on the Language pre test, however, he had a grade level score of 3.1 on the post test, representing 35 items correct. This same man had 6 items correct on the Reading pre test and 51 items correct on the post test, representing a grade level gain from 1.0 to 3.0.

Figure 12 illustrates the correlation based on pre and post testing for scores based on Reading, Arithmetic, Language and Full Battery. The correlations are all significant at .001 level.

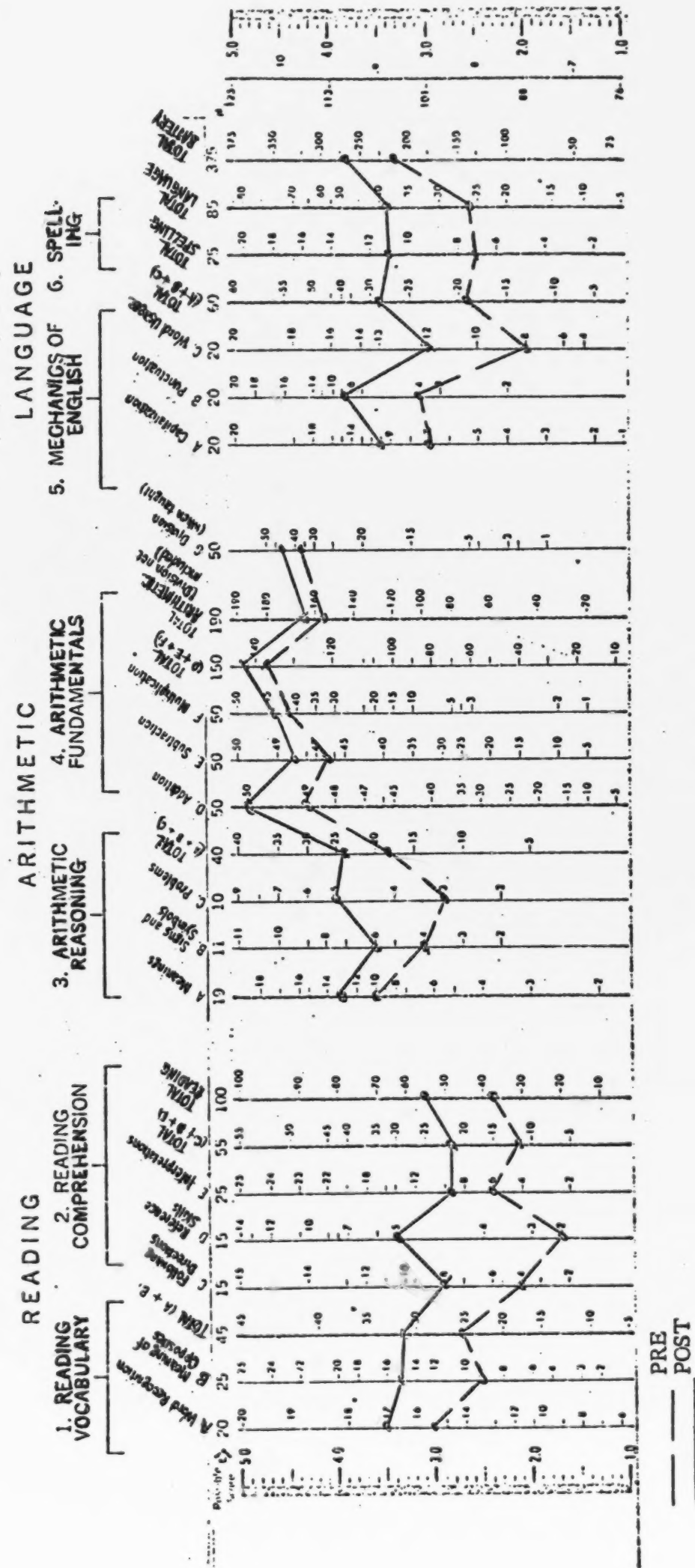
Table 15 shows the correlation between Test Rapido Barranquilla and pre and post test scores made on Reading, Arithmetic, Language and Total Battery. It is interesting to note that all correlations based on the post test scores were higher than those based on pre test scores. The correlation on the Arithmetic post test is significantly higher than that of the pre test.

Copies of the materials used by instructors in evaluating students' language skills appear as Figures 13 and 14.

FIGURE 8.

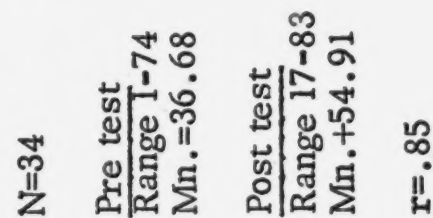
PRE AND POST GRADE LEVEL MEAN SCORES BASED ON THIRTY-FOUR SERVO STUDENTS

TAKING CALIFORNIA ACHIEVEMENT TEST, UPPER PRIMARY LEVEL FORM X.



N - 34 students

Scatterplot showing the results of thirty-four SERVO students that were available for pre and post testing. The information is based on the Reading subtest of California Achievement Test-Upper Primary Level Form X.



Scatterplot showing the results of thirty-four students that were available for pre and post testing. The information is based on the Arithmetic subtest of California Achievement Test-Upper Primary Level Form X.

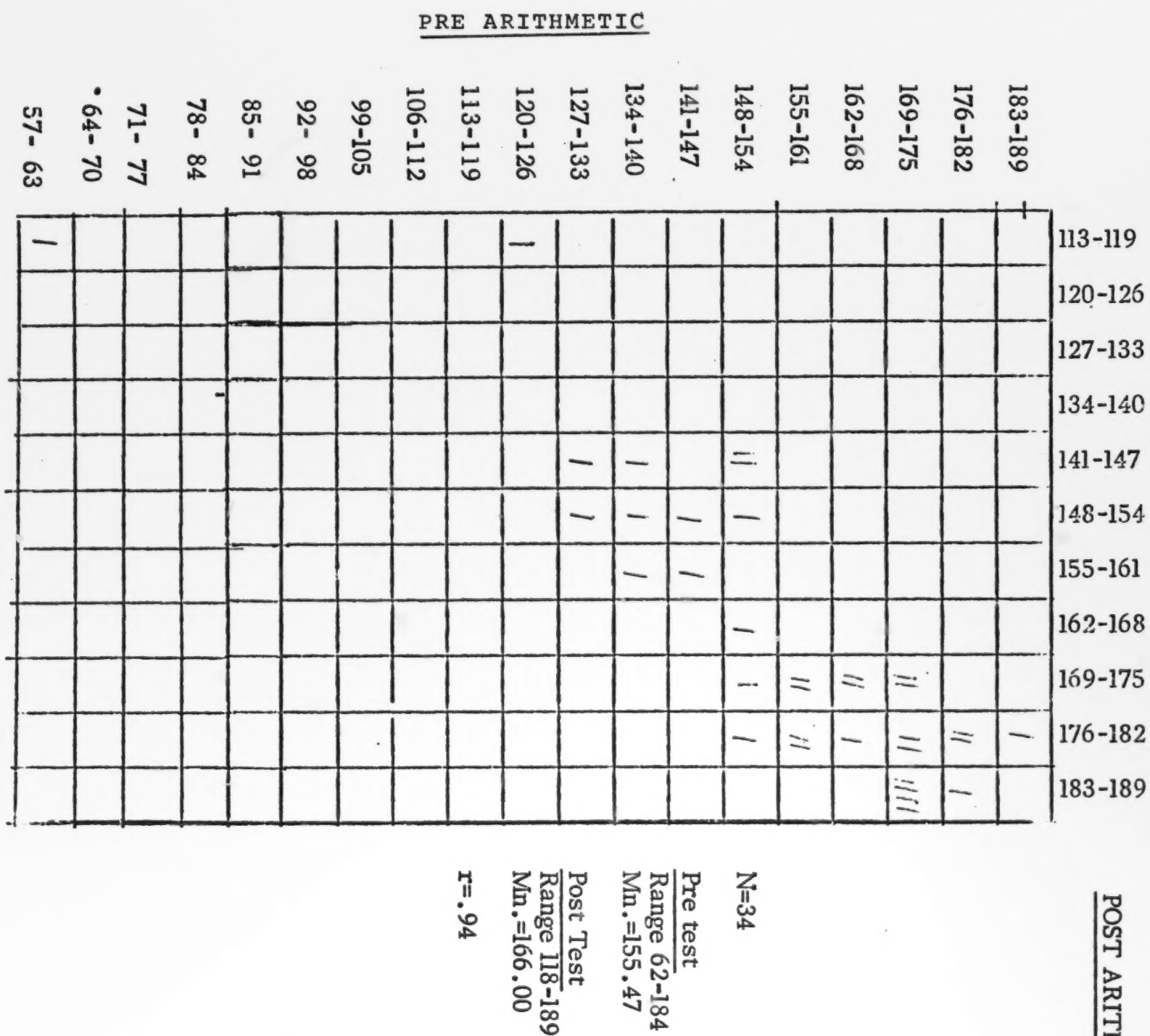


FIGURE 11

Scatterplot showing the results of thirty-four students that were available for pre and post testing. The information is based on the Language subtest of California Achievement Test-Upper Primary Form X.

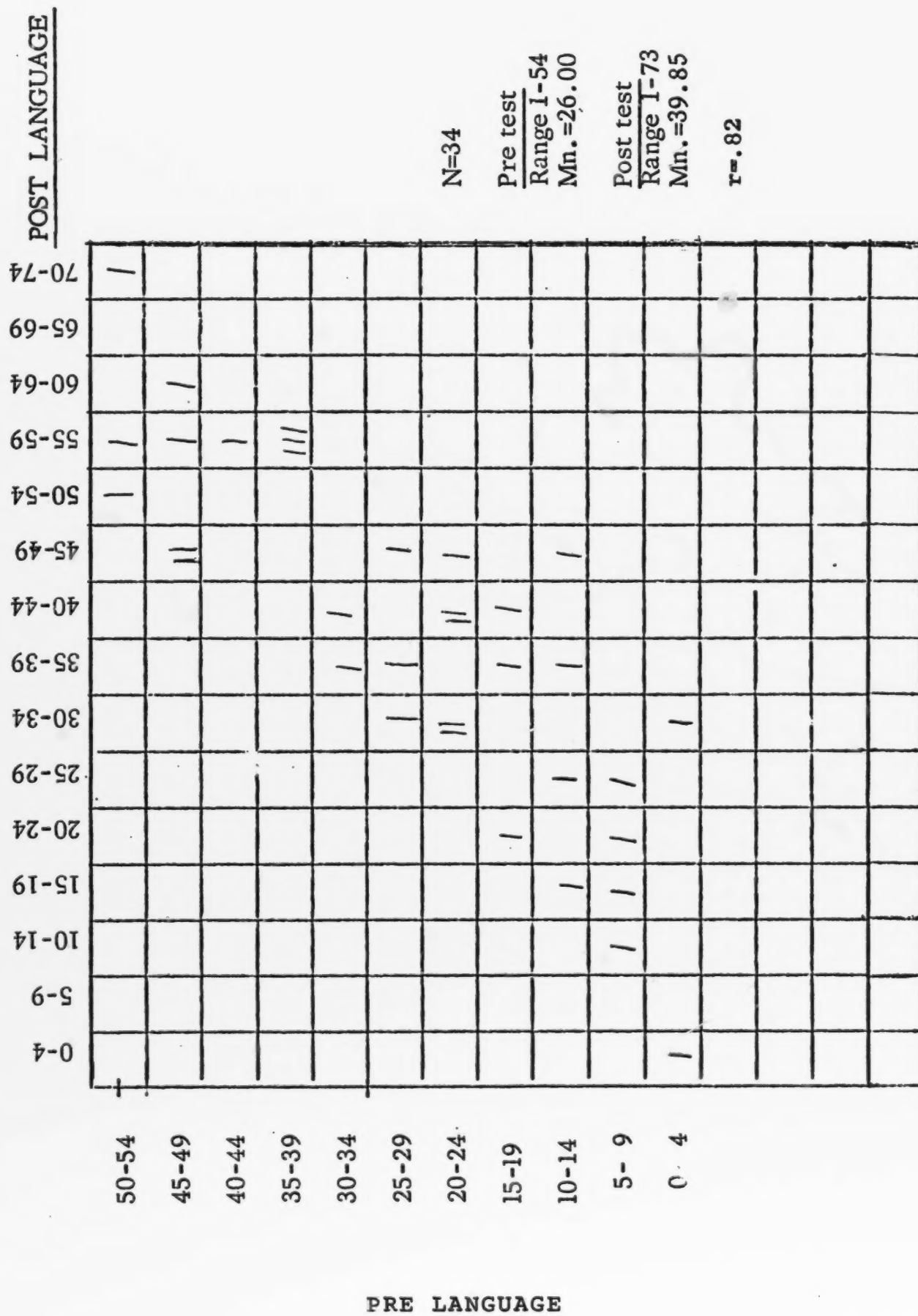


FIGURE 12.

Scatterplot showing the results of thirty-four SERVO students that were available for pre and post testing. The information is based on the Total Battery of the California Achievement Test-Upper Primary Level Form X.

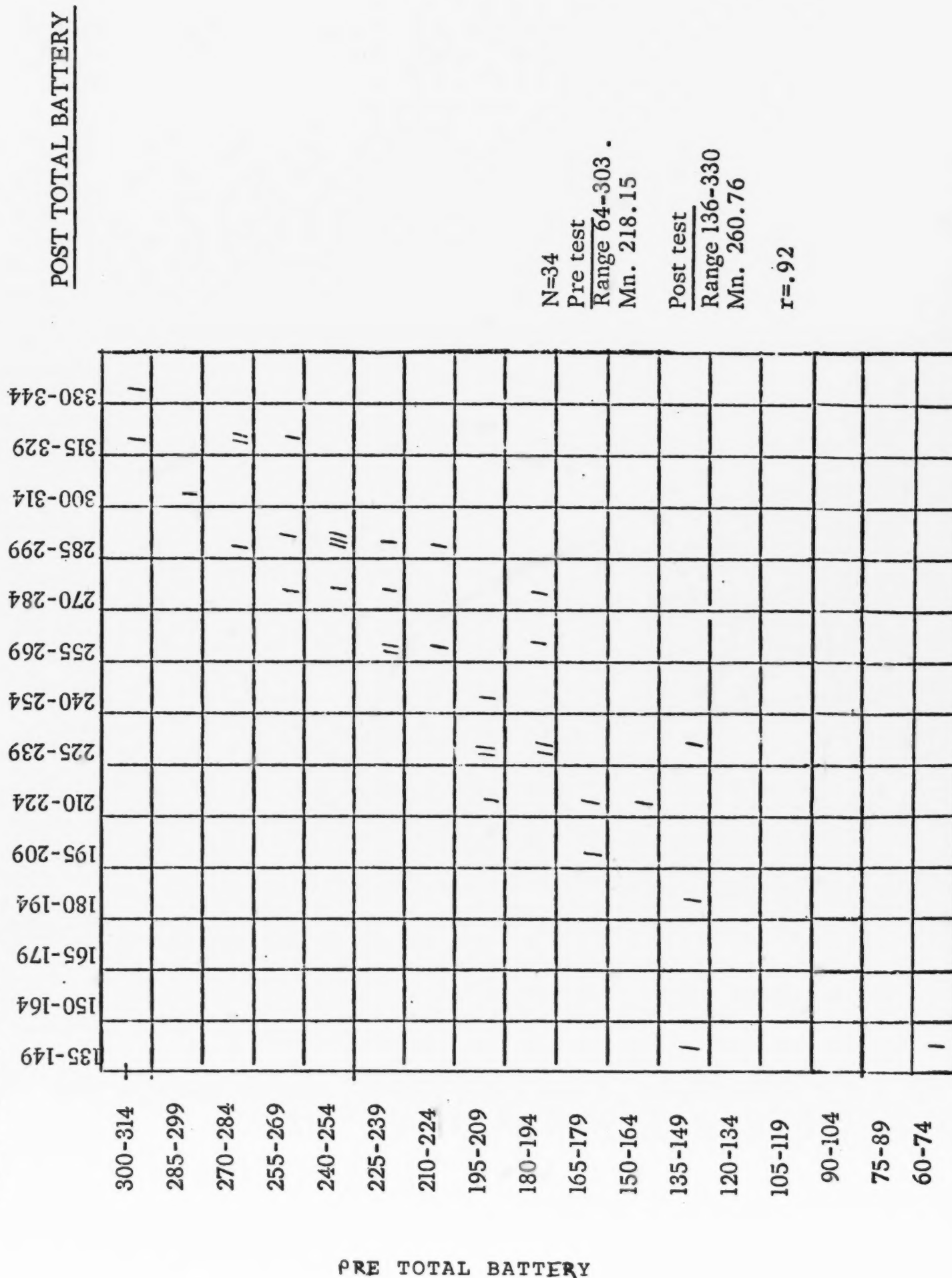


TABLE 15

Correlations made on pre and post test scores based on California Achievement Test, Upper Primary, Form X.

Reading	.85
Arithmetic	.94
Language	.82
Total Battery	.92

N= 34

All correlations are significant at .001 level.

Correlation between scores made on Test Rapido Barranquilla and California Achievement Tests, Upper Primary, Form X.

	PRE TEST	POST TEST
Reading	.62	.67
Arithmetic	.52	.77*
Language	.55	.72
Total Battery	.74	.76

N= 34

* Post test number is significantly higher than pre test and at .001 level.

FIGURE 13.

SERVO PROJECT VERBAL LANGUAGE SKILLS EVALUATION FORM

TRAINEE _____

CAT SCORE _____ OTHER _____ S _____

CODE*	0	0+	1-	1	1+	2-	2	2+	3-	3	
ACCENT											Intelligible but Foreign
STRUCTURE											Good Control
VOCABULARY											Adequate for General Conversation
FLUENCY											Even
COMPREHENSION											Complete

*See following page for code interpretations.

Comments:

Date: _____

Questioned by: _____

Evaluated by: _____

FIGURE 14.

FACTORS IN SPEAKING PROFICIENCY

	*S-O+	S-1	S-2	S-3	S-4	S-5
PRONUNCIATION	Mostly unintelligible	Often unintelligible	Usually foreign but rarely unintelligible	Sometimes foreign but	always intelligible	Native
STRUCTURAL CONTROL	Accuracy limited to a small number of set expressions; very limited control of syntax, often superimposes native syntax patterns; frequently conveys the wrong information.	Accuracy limited to set expressions; almost no control of syntax; often conveys wrong information.	Fair control of most basic syntactic patterns; conveys meaning accurately in simple sentences most of the time.	Good control of most basic syntactic patterns; always conveys meaning accurately in reasonably complex sentences.	Makes only occasional errors, and these show no pattern of deficiency.	Control equal to that of an educated native speaker.
VOCABULARY	Inadequate even for survival, travel, and basic courtesy needs.	Adequate only for survival, travel, and basic courtesy needs.	Adequate for simple social conversation and routine job needs.	Adequate for participation in all general conversations and for professional discussions in a special field.	Professional and general vocabulary broad and precise, appropriate to the occasion.	Equal to vocabulary of an educated native speaker.
FLUENCY	Even with memorized expressions utterances are halting, laborious, requiring an obviously enormous effort and several repetitions.	Except for memorized expressions, every utterance requires enormous, obvious effort.	Usually hesitant; often forced to silence by limitations of structure and vocabulary.	Rarely hesitant; always able to sustain conversation through circumlocutions.	Speech on all professional matters apparently as effortless as in English; always easy to listen to.	Speech at least as fluent and effortless as in English on all occasions.
COMPREHENSION	Confused, bewildered, obviously embarrassed by his inability to understand; requires much repetition, rewording, a slow rate of speech; understands only a few, very simple, short familiar utterances.	May require much repetition, slow rate of speech; understands only very simple, short, familiar utterances.	In general, understands non-technical speech directed to him, but sometimes misinterprets or needs utterances reworded. Usually can not follow conversation between native speakers.	Understands most of what is said to him; can follow speeches, clear radio broadcasts, and most conversation between native speakers, but not in great detail.	Can understand all educated speech in moderately clear context; occasionally baffled by colloquialisms and regionalisms.	Equal to that of the educated native speaker.

* S-O equals total inability to use the language for communication .
THESE MEASUREMENTS HAVE PLUS AND MINUS VALUES